



# The Ribblesdale Federation of Schools

## Geography Curriculum Handbook Year B

Year Groups	Subjects	Year A						Year B						
		1	2	3	4	5	6	1	2	3	4	5	6	
Year 1 Reception and Year 1	Geography			Exploring Maps	What is it like here? (Kapow - yr1)		What is it like to live in Shanghai? (Kapow - yr1)	Our School					Wonderful the weather	Beside the seaside
	Geography	Investigating the local area		Who lives in Antarctica?		Why do people live near volcanoes?		Are all settlements the same?		What are rivers and why are they important?			North America - Mexico	
	Geography		Where does our food		The Alps		Where does our energy	Why does population change		Why are our oceans			Rainforest	

<b>Year 4, 5 and 6</b>			come from?				come from?			important?			
			Year C Mount ains		Year C Our Changi ng world		Year C Study of Morco mbe						

# Geography

## **Intent**

Our intent is to instil within our children a sense of wonder and appreciation of the world around them. We strive to equip our children with an understanding of the Earth and the people who live here, and an appreciation of the fragility of the Earth's systems. Through developing our children's awareness of their place within the world, we support them to feel empowered, individually and collectively to help to look after our planet. We want for our children, as Geographers, to observe, look closely, make connections, ask questions, take responsibility and to inspire others, through their actions to strive to make a difference to our world. We encourage personality and tailor the curriculum to suit the individual needs of our pupils, groups and school community to ensure all of our children are able to develop their own character in a safe and enriching environment.

## **Pupils with SEND**

To support pupils with SEND to access a full geography curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; use of visual aids and practical resources (maps, globes, atlases, etc); scaffolding resources, such as writing frames; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; songs to aid recall of key geographical facts (such as the seven continents, or 5 oceans); task breakdown plans; use of vocabulary mats, and; targeted questioning.

## **Implementation**

Geography is taught through a range of teaching and learning strategies with an emphasis upon the use of key vocabulary and questions. We plan for regular fieldwork opportunities so that our children can make links with

what is learned in the classroom to the wider world around them. As a staff, we ensure clear and strong links to the national curriculum guidelines to ensure all aspects, knowledge and skills in Geography are taught across all year groups. We use assessment for learning to ensure lessons are relevant and tailored to children's abilities and to enable us to plan for next steps for all learners. Monitoring in all year groups will ensure that key skills are taught across all year groups and that the quality of teaching and learning in Geography remains consistently high across our three schools.

### **Impact**

Children will enjoy Geography lessons and look forward to learning more about the world around them. Children will be encouraged to find answers for themselves and research about the world around them to continue to instil the love for learning. Evidence of work will show a clear progression of skills across year groups. It will also show a range of topics covered and cross-curricular links. Standards in Geography will be as consistently high in all year groups and across our three schools. Teacher assessments are moderated and discussed professionally to ensure standards are high across all year groups. SLT and the governing body are informed of progress in Geography regularly through subject reports and annual subject action plans.

# Outdoor Adventure

## In EYFS we...

### Development matters

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

### Early learning goals

ELG: Understanding the World – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Understanding the World – The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## In Year 1 we...

### Key knowledge

- Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- That the terms Spring, Summer, Autumn and Winter are used to describe the season.
- Some of the key characteristics of each season.
- That there are four seasons in a year marked by certain weather conditions.
- That a place and its features can be represented in a picture

### Fieldwork skills

- To observe human and physical features of the local area. (To be done by undertaking a local area walk)
- To use camera and other devices to record features of the local area.

### Mapping Skills

- To use directional and locational language to describe features and routes a map.
- Use aerial photos of the local area to recognise landmarks and basic human and physical features.

- Devise a simple map.

**Communication**

- Use a growing range of subject specific vocabulary.
- Speak, write, draw, observe and describe simple geographical concepts.
- Notice and describe patterns.
- Use maps and images to talk about everyday life.
- To ask geographical questions about the local area. (What is it like to live here? Who lives here? Why is there \_\_\_\_\_ here?)

Possible enrichments and Cultural capital

# What is the weather like in the UK?

In EYFS we...

In Year 1 we...

## Key Knowledge

- To locate the four countries of the UK.
- To identify seasonal changes in the UK.
- To identify the four compass directions.
- To investigate daily weather patterns.
- To identify daily weather patterns in the UK.
- To understand how the weather changes with each season.

## Key Skills

- Locate Europe on a world map.
- Locate the UK on a world map.
- Locate the four countries of the UK on a map.
- Recall which of the four UK countries I live in.
- Name the four seasons.
- Identify the current season.
- Describe some of the changes in each season.
- Know the four compass directions are north, east, south and west.
- Describe the location of features using simple compass directions.
- Know the arrow on a compass always points north.
- Describe different types of weather.
- Measure different types of weather in different ways.
- Locate the country I live in.
- Locate the capital city of the country I live in.
- Begin to locate the capital cities of each country in the UK.
- Know that the weather is not the same everywhere in the UK.
- Describe the weather in each season.



Possible enrichments and Cultural capital

# Seas and Coasts

In EYFS we...

In Year 1 we...

## Key Knowledge

- To locate and identify oceans and continents
- To find out about British beaches.
- To find out about British seas
- To use fieldwork skills to find out about a place.
- To compare a British beach with one from another country.
- To use compass points to move around a map.

## Key Skills

- Name and locate the five oceans.
- Name and locate the seven continents.
- Collect information from different sources.
- Identify physical features.
- Identify human features.
- Explain what the seaside is like.
- Identify physical and human features.
- Explain what they can see.
- Use observational skills to answer questions.
- Ask questions to find out more about a place.
- Identify features of beaches.
- Use observational skills to answer questions.
- Use directional language.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Know what the four points of a compass are.</li><li>• Describe how to get from one place to another using compass points.</li></ul> |
| <u>Possible enrichments and Cultural capital</u> |   |

# Are all settlements the same?

In years 2 and 3 we...

## Key knowledge

- To know the main types of land use.
- To know some types of settlement.
- To know an urban place is somewhere near a town or city.
- To know a rural place is somewhere near the countryside.
- To understand that a scale shows how much smaller a map is compared to real life.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).

## Key Skills

- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Zooming in and out of a digital map.
- Using a simple key on their own map to show an example of both physical and human features.
- Saying which directions are N, S, E, W on an OS map.
- Beginning to choose the best approach to answer an enquiry question.

- Observing, recording, and naming geographical features in their local environments.
- Taking digital photos and labelling or captioning them.

Possible enrichments and Cultural capital

# What are rivers and why are they used?

In years 2 and 3 we...

## Key knowledge

- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know the courses and key features of a river.
- To know water is used by humans in a variety of ways.
- To know the names of some of the world's most significant rivers.
- To describe how the water cycle works.
- To name and locate some of the world's longest rivers.
- To describe how rivers are used.
- To identify and locate human and physical features on a map.
- To collect data on the features of a local river.

## Key Skills

- Identify the different ways water is stored.
- Explain the different ways water moves.
- Explain how water is recycled.
- State where a river starts and ends.
- Describe the three courses of a river.
- Name the features of a river.
- Locate rivers on a world map.
- Create a key on a map.
- Name some of the world's longest rivers.

- Name which continents the longest rivers are in.
- State where the river starts and ends.
- Describe the features I expect to see during fieldwork.
- Use grid references to describe the location of features.
- Explain the ways rivers are used.
- Describe how rivers are important to the natural environment.
- List the challenges that can occur with rivers.
- Identify the features of a river.
- Judge the quality of the environment using a Likert scale.
- Suggestions about how to improve the river environment.

Possible enrichments and Cultural capital

# North America - Mexico

In years 2 and 3 we...

## Key knowledge

Plan Bee

## Key Skills

Possible enrichments and Cultural capital



# Why does population change?

In years 4, 5 and 6...

## Key knowledge

- To understand the change and distribution of the global population.
- To define birth and death rates and describe why they change.
- To recognise the push and pull factors influencing migration.
- To begin to understand the impact climate change can have on the global population.
- To collect data showing how population impacts the amount of traffic and litter in an area.
- To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.

## Key Skills

- Define global population distribution
- Describe how and why the global population has changed.
- Begin to explain why people may choose to live in a particular environment.
- Define birth rate and death rate.
- Describe what influences birth and death rates.
- Identify the natural increase of a population on a graph.
- Define migration.
- Describe push and pull factors.
- Explain why some migration is involuntary.
- Give reasons why climate change is happening.
- Describe the impact of climate change on the population.
- Suggest ways to fight climate change at a local level.
- Follow a pre-prepared route on an OS map.
- Use a range of data collection methods.

- Collect both quantitative and qualitative data.
- Use digital technologies to map data collected.
- Analyse and compare two different data sets.
- Suggest improvements in response to conclusions drawn.

Possible enrichments and Cultural capital

# Why do oceans matter?

In years 4, 5 and 6...

## Key knowledge

- To explain the importance of our oceans.
- To locate and describe the significance of the Great Barrier Reef.
- To explain the impact humans have on coral reefs and oceans.
- To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
- To collect data on the types of litter polluting a marine environment.
- To present, analyse and evaluate data collected.

## Key Skills

- Describe the ocean's place in the water cycle.
- Explain why the ocean is important to our planet.
- Map an example of how the ocean is used for trading.
- Identify the location of the Great Barrier Reef.
- Discuss the benefits of coral reefs.
- Begin to understand the threats to coral reefs.
- Interpret thematic maps about coral reefs and oceans.
- Explain the ways human activity is changing our marine environments.
- Describe how humans will be impacted by changing ocean conditions.
- Explain ways to support our oceans.
- Justify methods for data collection.
- Identify potential risks during fieldwork.
- Collect quantitative data using a variety of fieldwork methods.
- mark on a sketch map to show where data has been collected.

- safely assess and avoid potential risks during my fieldwork.
- Analyse data in a pie chart.
- Plot data on a digital map.
- Suggest how to improve a marine environment.

Possible enrichments and Cultural capital

# Why are rainforests important to us?

In years 4, 5 and 6...

## Key knowledge

- To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
- To describe the characteristics of each layer of a tropical rainforest.
- To understand the lives of indigenous peoples living in the Amazon rainforest.
- To describe why tropical rainforests are important and understand the threats to the Amazon.
- To understand how local woodland is used using a variety of data collection methods.
- To analyse and present findings on how local woodland is used.

## Key Skills

- Describe a biome and give some examples.
- Use an atlas to find the location of the Amazon rainforest.
- Use photographs and maps to list some features of the Amazon rainforest.
- Name the four layers of a tropical rainforest.
- Describe the characteristics of each layer.
- Describe how vegetation has adapted to living in a rainforest.
- Define the word indigenous.
- Give examples of how indigenous peoples use the Amazon's resources.
- Begin to discuss how the Amazon rainforest changes over time.
- List why tropical rainforests are important.
- Describe how humans harm the Amazon rainforest.
- Discuss what we can do to make positive environmental changes to the Amazon rainforest.
- Assess and avoid risks when out of the school grounds.
- Collect data through sketching, questioning and recording information on a tally chart.

- Map the route I am taking.
- Draw a bar chart representing how people use the woodland.
- Summarise how often and when people visit the woodland.
- Discuss what people like and would change about the woodland.

Possible enrichments and Cultural capital

## End of Year End Points for Geography

<b>Year 1</b>	<b>Working Towards</b>	<b>Working at Expected</b>	<b>Greater Depth</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils can name and locate one of the seven continents of the world</li> <li>• Pupils can locate oceans</li> <li>• Pupils can name and locate one of the four countries of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate two of the seven continents of the world</li> <li>• Pupils can name and locate one of the five oceans of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate three of the seven continents of the world</li> <li>• Pupils can name and locate two of the five oceans of the world</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils can name and locate two of the four countries of the United Kingdom</li> <li>• Pupils can name one of the four capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate three of the four countries of the United Kingdom</li> <li>• Pupils can name two of the four capital cities of the United Kingdom</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography</li> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Pupils can name the seasons</li> <li>• Pupils can locate a small number of hot and cold areas of the world in relation to the Equator or North and South Poles</li> <li>• Pupils can use a few basic geographical words to refer to human features</li> <li>• Pupils can use a few basic geographical words to refer to physical features</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to identify seasonal patterns</li> <li>• Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to human features</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify seasonal patterns</li> <li>• Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to human features</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to physical features</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions more</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions more</li> </ul>

	<p>confidently and can use at least one confidently</p> <ul style="list-style-type: none"><li>• Pupils can use simple compass directions with increasing accuracy</li><li>• Pupils can recognise landmarks</li><li>• Pupils can devise a simple map</li></ul>	<ul style="list-style-type: none"><li>• Pupils can use north and south accurately or east and west accurately</li><li>• Pupils are beginning to recognise landmarks</li><li>• Pupils are beginning to devise a simple map</li></ul>	<p>confidently and can use at least one accurately</p> <ul style="list-style-type: none"><li>• Pupils can use simple compass directions with increasing accuracy</li><li>• Pupils are recognising landmarks with increased accuracy</li><li>• Pupils are beginning to devise a simple map</li></ul>
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Year 2	Working Towards	Working at Expected	Greater Depth
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils can name and locate four of the seven continents of the world</li> <li>• Pupils can name and locate three of the five oceans of the world</li> <li>• Pupils can name and locate the four countries of the United Kingdom</li> <li>• Pupils can name three of the four capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate five of the seven continents of the world</li> <li>• Pupils can name and locate four of the five oceans of the world</li> <li>• Pupils can name and locate the four countries of the United Kingdom</li> <li>• Pupils can name the four capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate the seven continents of the world</li> <li>• Pupils can name and locate the five oceans of the world</li> <li>• Pupils can name and locate the four countries of the United Kingdom</li> <li>• Pupils can name the four capital cities of the United Kingdom</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Pupils can identify seasonal patterns</li> <li>• Pupils can locate a small number of hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>• Pupils can use basic geographical vocabulary to refer to human features</li> <li>• Pupils can use basic geographical vocabulary to refer to physical features</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify seasonal patterns and are beginning to identify daily weather patterns</li> <li>• Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>• Pupils can use a range of basic geographical vocabulary to refer to human features</li> <li>• Pupils can use a range of basic geographical vocabulary to refer to physical features</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify seasonal and daily weather patterns</li> <li>• Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>• Pupils can use a wide range of basic geographical vocabulary to refer to human features</li> <li>• Pupils can use a wide range of basic geographical vocabulary to refer to physical features</li> </ul>
<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently</li> <li>• Pupils can use simple compass directions with increasing accuracy</li> <li>• Pupils can recognise landmarks</li> <li>• Pupils can devise a simple map</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use maps, atlases and globes with increasing confidence to identify studied regions</li> <li>• Pupils can use simple compass directions</li> <li>• Pupils can recognise landmarks</li> <li>• Pupils can devise a simple map and are beginning to include a key</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use maps, atlases and globes confidently to identify studied regions</li> <li>• Pupils can use simple compass directions confidently</li> <li>• Pupils can recognise landmarks</li> <li>• Pupils can devise a simple map with basic symbols in a key</li> </ul>

<p><b>Year 3</b></p>	<p><b>Working Towards</b></p>	<p><b>Working at Expected</b></p>	<p><b>Greater Depth</b></p>
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<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils are beginning to locate countries in Europe, North and South America on a map</li> <li>• Pupils are beginning to locate cities of the United Kingdom</li> <li>• Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are becoming more confident locating countries in Europe, North and South America on a map</li> <li>• Pupils are becoming more confident locating cities of the United Kingdom</li> <li>• Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>• Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>• Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography</li> <li>• Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography</li> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Pupils are beginning to describe a few aspects of physical geography</li> </ul> <p>Pupils are beginning to describe a few aspects of human geography</p>	<ul style="list-style-type: none"> <li>• Pupils are beginning to describe some aspects of physical geography</li> <li>• Pupils are beginning to describe some aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe a few aspects of physical geography</li> <li>• Pupils can describe a few aspects of human geography</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases and globes to locate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases and globes to locate countries and describe</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases, globes and digital/ computer mapping</li> </ul>

	<p>countries and describe features studied</p> <ul style="list-style-type: none"> <li>• Pupils are beginning to read maps with symbols and key</li> <li>• Pupils are beginning to 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</li> </ul>	<p>features studied and are becoming more confident using these</p> <ul style="list-style-type: none"> <li>• Pupils are becoming increasingly accurate with symbols and key</li> <li>• Pupils are beginning to 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</li> </ul>	<p>to locate countries and describe features studied and can use at least one confidently</p> <ul style="list-style-type: none"> <li>• Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</li> <li>• Pupils are beginning to 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</li> </ul>
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Year 4	Working Towards	Working at Expected	Greater Depth
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>• Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>• Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can locate countries in Europe, North and South America on a map</li> <li>• Pupils can locate cities of the United Kingdom</li> <li>• Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can confidently locate countries in Europe, North and South America on a map</li> <li>• Pupils can locate cities of the United Kingdom and are beginning to identify countries</li> <li>• 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</li> </ul>

<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography</li> <li>• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography</li> </ul>	<ul style="list-style-type: none"> <li>• 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 at least one similarity and difference between the three in physical geography</li> <li>• 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 at least one similarity and difference between the three in human geography</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Pupils can describe some aspects of physical geography</li> <li>• Pupils can describe some aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe aspects of physical geography</li> <li>• Pupils can describe aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe an increased range of aspects of physical geography</li> <li>• Pupils can describe an increased range of aspects of human geography</li> </ul>
<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</li> <li>• Pupils are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps)</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• 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)</li> <li>• 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</li> </ul>

Year 5	Working Towards	Working at Expected	Greater Depth
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils can locate some countries of the world on a map</li> <li>• Pupils are becoming more accurate in locating counties and cities of the United Kingdom</li> <li>• 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</li> <li>• Pupils are beginning to study aspects of the physical and human geography that have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are becoming more accurate in locating countries of the world on a map</li> <li>• Pupils are becoming more accurate in locating counties and cities of the United Kingdom</li> <li>• Pupils can identify at least 5 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</li> <li>• Pupils are beginning to identify aspects of the physical and human geography that have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can, mostly, locate countries of the world on a map</li> <li>• Pupils can, mostly, locate counties and cities of the United Kingdom</li> <li>• 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</li> <li>• Pupils can identify aspects of the physical and human geography that have changed over time</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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 some similarities and differences between the three in physical geography</li> <li>• 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 some similarities and differences between the three in human geography</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Pupils can describe a variety of aspects of physical geography</li> <li>• Pupils can describe a variety of aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe and understand some key aspects of physical geography</li> <li>• Pupils can describe and understand some key aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe and understand an increasing variety of key aspects of physical geography</li> <li>• Pupils can describe and understand an increasing variety of key aspects of human geography</li> </ul>
<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• Pupils can use some of the 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)</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</li> <li>• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• 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)</li> <li>• 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</li> </ul>

<p><b>Year 6</b></p>	<p><b>Working Towards</b></p>	<p><b>Working at Expected</b></p>	<p><b>Greater Depth</b></p>
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<p><b>Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Pupils can, with increasing accuracy, locate countries of the world on a map</li> <li>• Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom</li> <li>• Pupils can, for the majority, 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</li> <li>• Pupils can identify aspects of the physical and human geography that have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can, with increasing accuracy, locate countries of the world on a map</li> <li>• Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom</li> <li>• Pupils can, for the majority, 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</li> <li>• Pupils can identify how aspects of the physical and human geography have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can confidently locate countries of the world on a map</li> <li>• Pupils can confidently locate counties and cities of the United Kingdom</li> <li>• 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</li> <li>• Pupils can confidently identify how aspects of the physical and human geography have changed over time</li> </ul>
<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>• 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 understand similarities and differences between the three in physical geography</li> <li>• 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 understand similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>



	between the three in human geography		
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Pupils can describe and understand an increased variety of key aspects of physical geography</li> <li>• Pupils can describe and understand an increased variety of key aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe and understand a range of key aspects of physical geography</li> <li>• Pupils can describe and understand a range of key aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe and understand a wide range of key aspects of physical geography</li> <li>• Pupils can describe and understand a wide range of key aspects of human geography</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• Pupils can use most of the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</li> <li>• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>• 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)</li> <li>• 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</li> </ul>