



# The Ribblesdale Federation of Schools

## Geography Curriculum Handbook

(Cycle A)

Year Groups	Subjects	Year A						Year B						
		1	2	3	4	5	6	1	2	3	4	5	6	
Year 1 Reception	Geography	Exploring Maps – (Kapow rec)		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		
Year 2 and 3	Geography	Investigating the local area		Who lives in Antarctica?		Why do people live near volcanoes?		Settlements- maps/compass points		Rivers and Water Cycle		North America- Mexico		
Year 4, 5 and 6	Geography		Where does our food come from?		The Alps		Where does our energy come from?		The UK Maps		European Neighbours- Spain/ Catalonia		Rainforest	
		Year C Mountains		Year C		Year C								



# 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.

## National Curriculum Coverage for 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.

Pupils should be taught to:

### **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

### **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 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

### **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.

## National Curriculum Coverage for 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.

Pupils should be taught to:

### **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

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)

### **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.

### **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, 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.

# What is it like to live here?

In EYFS we...

In Year 1 we...

## Knowledge

- Recognise and recall familiar places in the local area. (For example, key landmarks in Giggleswick, Hellifield and Long Preston) and to know whether they a physical feature or a human feature.
- Recognise and recall different building types. (Different types of housings, different uses of buildings)
- To know that the school is part of a village.
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## 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.
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## 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

Local area walk

Connected Knowledge – What knowledge is needed to access the learning?

Year 1 End Points

### **Locational Knowledge**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### **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.

### **Geographical skills and fieldwork**

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 world maps, atlases and globes to identify the United Kingdom and its countries.

## **End points Year 1 à What is it like here?**

<b>National Curriculum Objectives</b>	<b>Working towards Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
To 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.	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently	Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Pupils are recognising landmarks with increased accuracy

			Pupils are beginning to devise a simple map
To 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	Pupils can recognise landmarks  Pupils can devise a simple map	Pupils are beginning to recognise landmarks  Pupils are beginning to devise a simple map	Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can use a few basic geographical words to refer to physical features	Pupils are beginning to use basic geographical vocabulary to refer to physical features.	Pupils are beginning to use basic geographical vocabulary to refer to physical features
To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Pupils can use a few basic geographical words to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features

# Exploring maps

## In Year 1 we...

### Knowledge

- A map is a picture of a place.
- Water is usually represented in blue on a map or globe
- Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- That a place and its features can be represented in a picture.
- Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).
- Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).

### Fieldwork skills

- Use simple compass directions (NSEW).
- Use aerial photos and plan to recognise landmarks and basic human and physical features.

### Mapping Skills

- To use a range of world maps, atlas and globes to identify the UK.
- To locate land and seas on maps

### Communication

- Use basic geographical vocabulary.
- Use maps and other images to talk about what life might be like in that place.
- Ask simple geographical questions about the UK and its countries. (Who lives here? What is it like to live here?)

### Possible enrichments and Cultural capital

- Invite children to bring in artefacts and photos of trips around the UK.
- Invite people who have lived/been to the different countries in the UK
- Link to current Sporting events.
- Make links to traditional cultures including: food, music, dress from that area.

## Year 1 End Points

### **Locational Knowledge**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

### **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.

### **Geographical skills and fieldwork**

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 world maps, atlases and globes to identify the United Kingdom and its countries.

## End points Year 1

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
To 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.	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently	Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map

<p>To 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</p>	<p>Pupils can recognise landmarks Pupils can devise a simple map</p>	<p>Pupils are beginning to recognise landmarks Pupils are beginning to devise a simple map</p>	<p>Pupils are recognising landmarks with increased accuracy Pupils are beginning to devise a simple map</p>
<p>To 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</p>	<p>Pupils can use a few basic geographical words to refer to physical features</p>	<p>Pupils are beginning to use basic geographical vocabulary to refer to physical features.</p>	<p>Pupils are beginning to use basic geographical vocabulary to refer to physical features</p>
<p>To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Pupils can use a few basic geographical words to refer to human features</p>	<p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p>	<p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p>

# What's it like to live in Shanghai?

## In Year 1 we...

### Knowledge

- To know the name of the two continents (Europe and Asia).
- To know that a continent is a group of countries. To know that they live in the continent of Europe.
- To know that life elsewhere in the world is often different to ours.
- To know that life elsewhere in the world often has similarities to ours.
- To know that physical features means any feature of an area that is on the Earth naturally.
- To know that human features means any feature of an area that was made or built by humans.

### Fieldwork skills

- To use simple compass points when looking at features of China.
- Use aerial photos and pictures to identify human and physical features of China.

### Mapping Skills

To use a range of maps and globes at different scales.

Recognise simple features on maps.

Recognise that maps need a title.

### Communication

- To recognise differences and similarities between their own lives and the lives of other people.
- Ask simple geographical questions about China. (Who lives here? What is it like to live here?)
- To use subject specific vocabulary.

### Possible enrichments and Cultural capital

- Explore artefacts, photographs, videos, songs from China.
- Invite someone who has lived/visited China.
- Make links to traditional culture including: food, music, dress from that area.
- Use books set in China to enhance learning.
- Learn about the animals that live in China.

### Year 1 End Points

#### **Locational Knowledge**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### **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.

#### **Geographical skills and fieldwork**

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 world maps, atlases and globes to identify the United Kingdom and its countries.

### **End points Year 1 What's it like to live in Shanghai?**

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
Name and locate the world's seven continents and five oceans	Pupils can name and locate one of the seven continents of the world Pupils can locate oceans	Pupils can name and locate two of the seven continents of the world	Pupils can name and locate three of the seven continents of the world

		Pupils can name and locate one of the five oceans of the world	Pupils can name and locate two of the five oceans of the world
To 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	Pupils have studied a small area in the U.K and in a non-European country	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	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
To 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.	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently	Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can recognise landmarks  Pupils can devise a simple map	Pupils are beginning to recognise landmarks  Pupils are beginning to devise a simple map	Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map

# Investigating the local area

## In Year 2 we...

### Knowledge

- To know the location of the UK on a world map.
- To know the region (North West of England), county (North Yorkshire), and town (Skipton) that they live in.
- To know the difference between physical and human features.
- To know how the land is used in the local area.
- To know key features of the local area.

### Fieldwork skills

- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Mapping Skills

- Use a range of maps and globes (including picture maps) at different scales.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Know which direction is North on an OS map.

## In Year 3 we...

### Knowledge

- To know the location of the UK on a world map.
- To know the region (North West of England), county (North Yorkshire), and town (Skipton) that they live in.
- To know the difference between physical and human features.
- To know how the land is used in the local area.
- To know key features of the local area.

### Fieldwork skills

- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

### Mapping Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Make and use simple route maps.
- Label maps with titles to show their purpose
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.

### Communication

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.
- Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.
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### Communication

- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations

### Possible enrichments and Cultural capital

- Local area walks.

<p><b>Year 2 End Points</b></p> <p><b>Place Knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><b>Location Knowledge</b></p> <p>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 nonEuropean country.</p> <p><b>Human and physical geography</b></p> <p>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.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage 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</p> <p>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.</p>	<p><b>Year 3 End Points</b></p> <p><b>Place Knowledge</b></p> <p>Name and locate and name counties and cities within the UK</p> <p>Name key topographical features such as hills, mountains, rivers and coast</p> <p><b>Locational Knowledge</b></p> <p>Pupils can understand and explain how land use may have changed over time</p> <p><b>Human and physical geography</b></p> <p>Describe and understand the key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Pupils can compare and contrast human and physical geographical differences in contrasting locations</p> <p>Pupils can identify types of settlement and land use including distribution of energy, food, and water</p> <p><b>Geographical skills and fieldwork</b></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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## End points Year 2 à Investigate the local area?

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations

To 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	Pupils have studied a small area in the U.K and in a non-European country	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	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
To 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.	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently	Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can recognise landmarks  Pupils can devise a simple map	Pupils are beginning to recognise landmarks  Pupils are beginning to devise a simple map	Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can use a few basic geographical words to refer to physical features	Pupils are beginning to use basic geographical vocabulary to refer to physical features.	Pupils are beginning to use basic geographical vocabulary to refer to physical features

To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Pupils can use a few basic geographical words to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features
To 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	Pupils can use simple compass directions with increasing accuracy	Pupils can use north and south accurately or east and west accurately  Pupils are beginning to recognise landmarks	Pupils can use simple compass directions with increasing accuracy  Pupils are recognising landmarks with increased accuracy

### End points Year 3 à Investigate the local area.

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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	Pupils are beginning to locate cities of the United Kingdom	Pupils are becoming more confident locating cities of the United Kingdom	Pupils can, with increasing accuracy, locate cities of the United Kingdom
Describe and understand key aspects of: 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	Pupils are beginning to describe a few aspects of physical geography	Pupils are beginning to describe some aspects of physical geography	Pupils can describe a few aspects of physical geography #  Pupils can describe a few aspects of human geography

	Pupils are beginning to describe a few aspects of human geography	Pupils are beginning to describe some aspects of human geography	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>Pupils are practising using maps, atlases and globes to locate countries and describe features studied</p> <p>Pupils are beginning to read maps with symbols and key</p>	<p>Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using</p>	<p>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</p>
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	<p>Pupils are beginning to read maps with symbols and key</p>	<p>Pupils are becoming increasingly accurate with symbols and key</p>	<p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</p>
To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p>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</p>	<p>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</p>	<p>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</p>

# Who Lives in Antarctica?

## In Year 2 we...

### Knowledge

- Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons.
- Identify the position and significance of both the Arctic and Antarctic Circle.
- Describe and beginning to explain similarities between two regions studied.
- Discuss climates and their impact on trade, land use and settlement.
- Explain what measures humans have taken in order to adapt to survive in cold places.
- Describe and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

### Fieldwork skills

- Use simple compass directions (NSEW).
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Mapping Skills

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.

Recognise simple features on maps

## In Year 3 we...

### Knowledge

- Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons.
- Identify the position and significance of both the Arctic and Antarctic Circle.
- Describe and beginning to explain similarities between two regions studied.
- Discuss climates and their impact on trade, land use and settlement.
- Explain what measures humans have taken in order to adapt to survive in cold places.
- Describe and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

### Fieldwork skills

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

### Mapping Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area
- Use 4 figure coordinates to locate features on maps.

### Communication

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.

### Communication

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Identify and describe geographical features, processes (changes), and patterns

<p><b>Place Knowledge</b> Name and locate the world's seven continents and five oceans.</p> <p><b>Location Knowledge</b> 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.</p> <p><b>Human and physical geography</b> 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.</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. 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.</p>	<p><b>Place Knowledge</b> Name and locate and name counties and cities within the UK Name key topographical features such as hills, mountains, rivers and coast</p> <p><b>Locational Knowledge</b> Pupils can understand and explain how land use may have changed over time</p> <p><b>Human and physical geography</b> Describe and understand the key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Pupils can compare and contrast human and physical geographical differences in contrasting locations</p> <p>Pupils can identify types of settlement and land use including distribution of energy, food, and water</p> <p><b>Geographical skills and fieldwork</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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## End points Year 2 à Who lives in Antarctica?

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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To 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	Pupils have studied a small area in the U.K and in a non-European country	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	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
To 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.	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently	Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can recognise landmarks  Pupils can devise a simple map	Pupils are beginning to recognise landmarks  Pupils are beginning to devise a simple map	Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can use a few basic geographical words to refer to physical features	Pupils are beginning to use basic geographical vocabulary to refer to physical features.	Pupils are beginning to use basic geographical vocabulary to refer to physical features

To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Pupils can use a few basic geographical words to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features
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### End points Year 3 à Who lives in Antarctica.

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
Describe and understand key aspects of: 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	Pupils are beginning to describe a few aspects of human geography	Pupils are beginning to describe some aspects of human geography	Pupils can describe a few aspects of 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	Pupils are beginning to describe a few aspects of physical geography	Pupils are beginning to describe some aspects of physical geography	Pupils can describe a few aspects of human geography
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are practising using maps, atlases and globes to locate countries and describe features studied  Pupils are beginning to read maps with symbols and key	Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using	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

<p>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</p>	<p>Pupils are beginning to read maps with symbols and key</p>	<p>Pupils are becoming increasingly accurate with symbols and key</p>	<p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</p>
<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>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</p>	<p>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</p>	<p>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</p>

# Extreme Earth- Volcanoes

## In Year 2 we...

### Knowledge

- To know some examples of famous volcanoes e.g. Mount Vesuvius, Krakatoa, Mount St. Helens, Mount Tambora.
- To know what happens when a volcano erupts.
- To know and understand the parts of a volcano- ash cloud, crater, main event, lava flow, conduit, magma chamber.
- To know the main types of volcanoes- Shield volcanoes, composite volcanoes, and cinder cone volcanoes.
- To know what tectonic plates are and that the world sits on these plates.
  - To know how people, plants and animals adapt to a volcanic environment.

### Fieldwork skills

- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Mapping Skills

- Know that maps give information about places in the world (where/what?).
- Use a range of maps and globes (including picture maps) at different scales

## In Year 3 we...

### Knowledge

- To know some examples of famous volcanoes e.g. Mount Vesuvius, Krakatoa, Mount St. Helens, Mount Tambora.
- To know what happens when a volcano erupts.
- To know and understand the parts of a volcano- ash cloud, crater, main event, lava flow, conduit, magma chamber.
- To know the main types of volcanoes- Shield volcanoes, composite volcanoes, and cinder cone volcanoes.
- To know what tectonic plates are and that the world sits on these plates.
- To know how people, plants and animals adapt to a volcanic environment.

### Fieldwork skills

- Make links between features observed in the environment to those on maps and aerial photos.

### Mapping Skills

- Recognise patterns on maps and begin to explain what they show.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use 4 figure coordinates to locate features on maps.

### Communication

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes

- Locate land and sea on maps.
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#### Communication

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Recognise differences between their own and others' lives.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features.

- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes detailed (Volcanoes)
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.

#### Possible enrichments and Cultural capital

- Creating working 3d models of working volcanoes as homework project.

<p><b>Place Knowledge</b> Name and locate the world's seven continents and five oceans. <b>Location Knowledge</b> 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. <b>Human and physical geography</b> 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. <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage 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.</p>	<p><b>Place Knowledge</b> Name and locate and name counties and cities within the UK Name key topographical features such as hills, mountains, rivers and coast <b>Locational Knowledge</b> Pupils can understand and explain how land use may have changed over time <b>Human and physical geography</b> Describe and understand the key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Pupils can compare and contrast human and physical geographical differences in contrasting locations Pupils can identify types of settlement and land use including distribution of energy, food, and water <b>Geographical skills and fieldwork</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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## End points Year 2 à Extreme Earth - Volcanoes

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations

To 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	Pupils have studied a small area in the U.K and in a non-European country	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	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
To 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.	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently	Pupils are beginning to use maps, atlases and globes to identify studied regions  Pupils can use north and south accurately or east and west accurately	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can recognise landmarks  Pupils can devise a simple map	Pupils are beginning to recognise landmarks  Pupils are beginning to devise a simple map	Pupils are recognising landmarks with increased accuracy  Pupils are beginning to devise a simple map
To 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	Pupils can use a few basic geographical words to refer to physical features	Pupils are beginning to use basic geographical vocabulary to refer to physical features.	Pupils are beginning to use basic geographical vocabulary to refer to physical features
To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Pupils can use a few basic geographical words to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features	Pupils are beginning to use basic geographical vocabulary to refer to human features

To 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	Pupils can use simple compass directions with increasing accuracy	Pupils can use north and south accurately or east and west accurately  Pupils are beginning to recognise landmarks	Pupils can use simple compass directions with increasing accuracy  Pupils are recognising landmarks with increased accuracy
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## End points Year 3 à Extreme Earth - Volcanoes

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
Describe and understand key aspects of: 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	Pupils are beginning to describe a few aspects of human geography	Pupils are beginning to describe some aspects of human geography	Pupils can describe a few aspects of 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	Pupils are beginning to describe a few aspects of physical geography	Pupils are beginning to describe some aspects of physical geography	Pupils can describe a few aspects of human geography
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are practising using maps, atlases and globes to locate countries and describe features studied  Pupils are beginning to read maps with symbols and key	Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using	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

<p>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</p>	<p>Pupils are beginning to read maps with symbols and key</p>	<p>Pupils are becoming increasingly accurate with symbols and key</p>	<p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key</p>
<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>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</p>	<p>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</p>	<p>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</p>

# Where does our food come from?

In Year 4 we...	In Year 5 and 6
<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know what trade is.</li><li>• To know the trade links the UK has with other countries.</li><li>• To know some well-known countries the UK trades with and where to find them on a map.</li><li>• To know the importance of trade links with another country (El Salvador)</li><li>• To know what fair trade is.</li><li>• To know what the global supply chain is.</li></ul> <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"><li>• Make links between features observed in the environment to those on maps and aerial photos.</li></ul> <p><u>Mapping Skills</u></p> <ul style="list-style-type: none"><li>• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li><li>• Use the index and contents page of atlases.</li><li>• Recognise patterns on maps and begin to explain what they show.</li><li>•</li></ul> <p><u>Communication</u></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know what trade is.</li><li>• To know the trade links the UK has with other countries.</li><li>• To know some well-known countries the UK trades with and where to find them on a map.</li><li>• To know the importance of trade links with another country (El Salvador)</li><li>• To know what fair trade is.</li><li>• To know what the global supply chain is.</li></ul> <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"><li>• Observe, measure and record human and physical features using a range of methods.</li></ul> <p><u>Mapping Skills</u></p> <ul style="list-style-type: none"><li>• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li><li>• Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li><li>• Use six figure coordinates.</li></ul> <p><u>Communication</u></p> <ul style="list-style-type: none"><li>• Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news</li><li>• Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li></ul> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues</p>

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes detailed in the PoS

Possible enrichments and Cultural capital

Trade and enterprise week. Link with PSHE  
Money challenges.

<u>Year 4 End Points</u>	<u>Year 5 End Points</u>	<u>Year 6 End Points</u>
<p><b><u>Place Knowledge</u></b>  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.</p> <p><b><u>Human and physical geography</u></b>  Describe and understand the key aspects of: 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</p> <p><b><u>Geographical skills and fieldwork</u></b>  Use the eight points of a compass.  Use four-figure grid references to build my knowledge of the United Kingdom.  Describe, understand and map types of settlements and land use patterns</p>	<p><b><u>Locational Knowledge</u></b>  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.</p> <p><b><u>Place Knowledge</u></b>  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</p> <p><b><u>Geographical skills and fieldwork</u></b>  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.</p>	<p><b><u>Locational Knowledge</u></b>  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)</p> <p><b><u>Place Knowledge</u></b>  Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Geographical skills and fieldwork</u></b>  Use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world.  Use digital technologies to present the human and physical features in the local area</p>

## End points Year 4: Where does our food come from?

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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	Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map	Pupils can locate countries in Europe, North and South America on a map	Pupils can confidently locate countries in Europe, North and South America on a map
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	Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere	Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere	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,
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water	Pupils can describe some aspects of physical geography	Pupils can describe aspects of physical geography	Pupils can describe an increased range of aspects of physical geography
Describe and understand key aspects of: 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	Pupils can describe some aspects of human geography	Pupils can describe aspects of human geography	Pupils can describe an increased range of aspects of human geography

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are beginning to read maps with symbols and key		
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	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)	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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.	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	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	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

## End points Year 5: Where does our food come from?

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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	Pupils can locate some countries of the world on a map	Pupils are becoming more accurate in locating countries of the world on a map	Pupils can, mostly, locate countries of the world on a map

<p>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</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical and human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical and human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</p>
<p>Describe and understand key aspects of: 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</p>	<p>Pupils can describe a variety of aspects of human geography</p>	<p>Pupils can describe and understand some key aspects of physical geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p>
<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Pupils can describe a variety of aspects of physical geography</p>	<p>Pupils can describe and understand some key aspects of human geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of human geography</p>
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils can use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils can confidently use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>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</p>	<p>Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols</p>	<p>Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key</p>	<p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p>

	and key (including the use of Ordnance Survey Maps)	(including the use of Ordnance Survey Maps)	
To 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.	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	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	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

<b>End points Year6: Where does our food come from?</b>			
<b>National Curriculum Objectives</b>	<b>Working towards Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
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	Pupils can locate some countries of the world on a map	Pupils are becoming more accurate in locating countries of the world on a map	Pupils can, mostly, locate countries of the world on a map

<p>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</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical and human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical and human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</p>
<p>Describe and understand key aspects of: 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</p>	<p>Pupils can describe a variety of aspects of human geography</p>	<p>Pupils can describe and understand some key aspects of physical geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p>
<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Pupils can describe a variety of aspects of physical geography</p>	<p>Pupils can describe and understand some key aspects of human geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of human geography</p>
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>	<p>Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>	<p>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>
<p>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</p>	<p>Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols and key</p>	<p>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)</p>	<p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p>

	(including the use of Ordnance Survey Maps		
To 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.	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	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	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

# Exploring Scandinavia

## In Year 4 we...

### Knowledge

- To know and locate countries in Europe (including Russia), North America and South America.
- To identify cities in the UK- Sheffield, Cardiff, Birmingham, Leeds, Liverpool.
- To know how to use an atlas to locate information.
- To know what symbols on a map, mean (Including an ordnance survey map)
- To know the eight points of a compass.
- To know what grid references are used for.

### Fieldwork skills

- Use the eight points of a compass

### Mapping Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Use 4 figure coordinates to locate features on maps.
- Recognise some standard OS symbols.
- Use a scale bar to calculate some distances

## In Year 5 and 6 we...

### Knowledge

- To know and locate countries in Europe (including Russia), North America and South America.
- To identify cities in the UK- Sheffield, Cardiff, Birmingham, Leeds, Liverpool.
- To know how to use an atlas to locate information.
- To know what symbols on a map, mean (Including an ordnance survey map)
- To know the eight points of a compass.
- To know what grid references are used for.

### Fieldwork skills

- Use eight cardinal points to give directions and instructions.

### Mapping Skills

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Choose the most appropriate map/globe for a specific purpose.
- Follow routes on maps describing what can be seen.
- Use six figure coordinates.
- Use latitude/longitude in a globe or atlas.
- Use a wider range of OS symbols including 1:50K symbols.
- Know that different scale OS maps use some different symbols.

<ul style="list-style-type: none"> <li>• <u>Communication</u></li> <li>• Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> <li>• Use the zoom facility on digital maps to locate places at different scales.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Use models and maps to discuss land shape i.e. contours and slopes.</li> <li>• Use the scale bar on maps.</li> <li>• Read and compare map scales.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Communication</u></li> <li>• Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>• Use wider range of labels and measuring tools on digital maps.</li> </ul>
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#### Possible enrichments and Cultural capital

Plan a local area walk using OS maps to navigate

<b>Year 4 End Points</b> <b>Place Knowledge</b>  Name and locate counties and cities of the United Kingdom, geographical regions and them 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.  <b>Human and physical geography</b> Describe and understand the key aspects of: 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  <b>Geographical skills and fieldwork</b> Use the eight points of a compass. Use four-figure grid references to build my knowledge of the United Kingdom. Describe, understand and map types of settlements and land use patterns	<b>Year 5 End Points</b> <b>Locational Knowledge</b> 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.  <b>Place Knowledge</b> 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  <b>Geographical skills and fieldwork</b> 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.	<b>Year 6 End Points</b> <b>Locational Knowledge</b> 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)  <b>Place Knowledge</b> Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.  Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water  <b>Geographical skills and fieldwork</b> Use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. Use digital technologies to present the human and physical features in the local area
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## End points Year 4: Exploring Scandinavia

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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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	Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map	Pupils can locate countries in Europe, North and South America on a map	Pupils can confidently locate countries in Europe, North and South America on a map
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	Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere	Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere	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,
Describe and understand key aspects of: 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	Pupils can describe some aspects of human geography	Pupils can describe aspects of human geography	Pupils can describe an increased range of aspects of human 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	Pupils can describe some aspects of physical geography	Pupils can describe aspects of physical geography	Pupils can describe an increased range of aspects of physical geography
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils are becoming more confident using two of these three: 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	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)	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)	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)
To 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.	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	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	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

## End points Year 5: Exploring Scandinavia

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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	Pupils can locate some countries of the world on a map	Pupils are becoming more accurate in locating countries of the world on a map	Pupils can, mostly, locate countries of the world on a map

<p>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</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical and human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical and human geography</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</p>
<p>Describe and understand key aspects of: 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</p>	<p>Pupils can describe a variety of aspects of human geography</p>	<p>Pupils can describe and understand some key aspects of physical geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p>
<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Pupils can describe a variety of aspects of physical geography</p>	<p>Pupils can describe and understand some key aspects of human geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of human geography</p>
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils can use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Pupils can confidently use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>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</p>	<p>Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols</p>	<p>Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key</p>	<p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key</p>

	and key (including the use of Ordnance Survey Maps)	(including the use of Ordnance Survey Maps)	and key (including the use of Ordnance Survey Maps)
To 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.	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	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	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

## End points Year 6: Exploring Scandinavia

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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	Pupils can locate some countries of the world on a map	Pupils are becoming more accurate in locating countries of the world on a map	Pupils can, mostly, locate countries of the world on a map
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	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 and human geography	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 and human geography	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

Describe and understand key aspects of: 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	Pupils can describe a variety of aspects of human geography	Pupils can describe and understand some key aspects of physical geography	Pupils can describe and understand an increasing variety of key aspects of 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	Pupils can describe a variety of aspects of physical geography	Pupils can describe and understand some key aspects of human geography	Pupils can describe and understand an increasing variety of key aspects of human geography
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils can confidently use two of these three: 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	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)	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)	Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)

<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>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</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>
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# Where does our energy come from?

## In Year 4 we...

### Knowledge

- To know what settlers need.
- To know how electricity is generated.
- To know how electricity is distributed around the UK.
- To know what renewable and non-renewable energy is.
- To know where our food comes from.
- To know what food miles are and why they are important.
- To know the importance of conserving food, water and energy supplies.
- To know that access to natural resources varies in different countries. (Link to trade and economics)

### Fieldwork skills

- Make links between features observed in the environment to those on maps and aerial photos.

### Mapping Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use 4 figure coordinates to locate features on maps.

### Communication

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.

## In Years 5 and 6 we...

### Knowledge

- To know what settlers need.
- To know how electricity is generated.
- To know how electricity is distributed around the UK.
- To know what renewable and non-renewable energy is.
- To know where our food comes from.
- To know what food miles are and why they are important.
- To know the importance of conserving food, water and energy supplies.
- To know that access to natural resources varies in different countries.  
(Link to trade and economics)

### Fieldwork skills

- Use eight cardinal points to give directions and instructions.
- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

### Mapping Skills

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Choose the most appropriate map/globe for a specific purpose.
- Use six figure coordinates.
- Use latitude/longitude in a globe or atlas.

### Communication

- Identify and describe geographical features, processes (changes), and patterns
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

### Possible enrichments and Cultural capital

Visit to local windfarm

## End points Year 5: Where does our energy come from?

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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	Pupils can locate some countries of the world on a map	Pupils are becoming more accurate in locating countries of the world on a map	Pupils can, mostly locate countries of the world on a map
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	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 and human geography	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 and human geography	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
Describe and understand key aspects of: 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	Pupils can describe a variety of aspects of human geography	Pupils can describe and understand some key aspects of physical geography	Pupils can describe and understand an increasing variety of key aspects of 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	Pupils can describe a variety of aspects of physical geography	Pupils can describe and understand some key aspects of human geography	Pupils can describe and understand an increasing variety of key aspects of human geography

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils can use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils can confidently use two of these three: 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	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)	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)	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)
To 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.	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	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	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

## End points Year 6: Where does our energy come from?

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
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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	Pupils can locate some countries of the world on a map	Pupils with increasing accuracy can locate countries of the world on a map	Pupils can, confidently, locate countries of the world on a map
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	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 and human geography	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 and human geography	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
Describe and understand key aspects of: 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	Pupils can describe and understand an increased variety of key aspects of human geography	Pupils can describe and understand a range of key aspects of human geography	Pupils can describe and understand a wide range of key aspects of human 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	Pupils can describe and understand an increased variety of key aspects of physical geography	Pupils can describe and understand a range of key aspects of physical geography	Pupils can describe and understand a wide range of key aspects of physical geography
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied

<p>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</p>	<p>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)</p>	<p>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)</p>	<p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p>
<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>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</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>

# End of Year End Points for Geography

Year 1	Working Towards	Working at Expected	Greater Depth
Locational Knowledge	<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> <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 seven continents of the world</li> <li>Pupils can name and locate two of the five oceans of the world</li> <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>
Place Knowledge	<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>
Human and Physical Geography	<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 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 are beginning to use maps, atlases and globes to identify studied regions</li> <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>	<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 accurately</li> <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
Locational Knowledge	<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>
Place Knowledge	<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>
Human and Physical Geography	<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>
Geographical Skills and Fieldwork	<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> </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> </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> </ul>

	<ul style="list-style-type: none"><li>• Pupils can recognise landmarks</li><li>• Pupils can devise a simple map</li></ul>	<ul style="list-style-type: none"><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 devise a simple map with basic symbols in a key</li></ul>
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Year 3	Working Towards	Working at Expected	Greater Depth
Locational Knowledge	<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>
Place Knowledge	<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>
Human and Physical Geography	<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>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases and globes to locate countries and describe features studied</li> <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>	<ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these</li> <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</li> </ul>	<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 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,</li> </ul>

		<p>features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>	<p>record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>
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<b>Year 4</b>	<b>Working</b>	<b>Working at</b>	<b>Greater</b>
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	<b>Towards</b>	<b>Expected</b>	<b>Depth</b>
<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 counties</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>
<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 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>
<b>Human and Physical Geography</b>	<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>
<b>Geographical Skills and Fieldwork</b>	<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</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</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</li> </ul>

	area practising using: sketch maps, plans and graphs, and digital technologies	area practising using: sketch maps, plans and graphs, and digital technologies	practising using: sketch maps, plans and graphs, and digital technologies
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Year 5	Working Towards	Working at Expected	Greater Depth
Locational Knowledge	<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>
Place Knowledge	<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>
Human and Physical Geography	<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>
Geographical Skills and Fieldwork	<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</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</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</li> </ul>

	<p>key (including the use of Ordnance Survey Maps)</p> <ul style="list-style-type: none"> <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>	<p>and key (including the use of Ordnance Survey Maps)</p> <ul style="list-style-type: none"> <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>	<p>(including the use of Ordnance Survey Maps)</p> <ul style="list-style-type: none"> <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>
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Year 6	Working Towards	Working at Expected	Greater Depth
Locational Knowledge	<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>
Place Knowledge	<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 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>	<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>
Human and Physical Geography	<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>
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