

To investigate places					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I can name and locate the four countries of the UK</li> <li>-I know the continent where I live</li> <li>-I can locate the region, city and area where I live and go to school (I know my address)</li> <li>-I can compare the countryside and city</li> <li>- I can name the features in a location</li> <li>- I know some features are natural and some are man-made</li> <li>- I give reasons why people live in certain places</li> <li>- I can say where somewhere is (near to, far away)</li> <li>- I can say what a place is like (busy, noisy etc.)</li> <li>- I know that roads, sea, rail and air link places to one another</li> <li>- I can ask questions like: what is this place like?, what is in this place? Where is ....? Is there a....? what do people do here</li> </ul>	<ul style="list-style-type: none"> <li>- I can name and locate the four countries and the capital cities of the UK and surrounding seas.</li> <li>- I can name and locate the seven continents and five oceans</li> <li>- I can identify where the equator is and North and South Poles are</li> <li>- I can name the characteristics of the four countries and capital cities</li> <li>- I can study a contrasting non-European country</li> <li>- I can compare the features of these countries and capital cities</li> <li>- I can compare and contrast this area with where I live</li> <li>- I can identify the key physical and human features of a location</li> <li>- I know that roads, rail, sea and air link places to one another</li> <li>- I understand the reasons places are linked (trade)</li> <li>- I can ask questions like: what is this place like? What and who will I see in this place? Why are these people/features here?</li> </ul>	<ul style="list-style-type: none"> <li>- I can name and locate countries and cities of the UK</li> <li>- I can name and locate key rivers and mountains in the UK</li> <li>- I can identify where places are in relation to the equator, Arctic and Antarctic circles and northern and southern hemispheres</li> <li>- I can name the country and continent of any place I am studying</li> <li>- I can compare and contrast topographical features of counties in the UK</li> <li>- I can describe somewhere using physical and human features</li> <li>- I understand the reasons places are linked (trade, natural resources)</li> <li>- I can use sources of information to investigate a place (internet, books, aerial photographs)</li> <li>- I can ask geographical questions such as: which physical/human features does this place have?</li> </ul>	<ul style="list-style-type: none"> <li>- I can name and locate countries and cities in Europe (incl. Russia) and describe them in terms of size and population</li> <li>- I can describe a country I am studying in terms of hemisphere, its relation to the equator and Arctic and Antarctic Circles and its time zone</li> <li>- I can name and locate mountains and rivers in Europe</li> <li>- I can compare and contrast these regions and give reasons for the similarities/differences</li> <li>- I can investigate the human and physical features of a region in Europe/UK</li> <li>- I can use the terms physical and human accurately to describe features and describe these features giving reasons for their location</li> <li>- I understand the reasons places are linked</li> </ul>	<ul style="list-style-type: none"> <li>- I can name and locate the continent and countries of North America and surrounding oceans</li> <li>-I can locate somewhere making reference to the: equator, N/S hemisphere, climate zones, environmental regions, Tropics of Cancer/Capricorn, time zones,</li> <li>- I can lead a geographical enquiry into a region in North America</li> <li>- I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement</li> <li>- When I describe somewhere I do so in terms of features as well as economy</li> <li>- I can describe somewhere in relation to population, employment, ethnicity, weather, trade-imports/exports</li> <li>- I know how a country uses and distributes its natural resources (food, energy, minerals and water)</li> </ul>	<ul style="list-style-type: none"> <li>- I can name and locate the continent of and countries of South America and surrounding oceans</li> <li>- I can locate somewhere making reference to the: equator, N/S hemisphere, climate zones, Tropics of Cancer/Capricorn, Prime/Greenwich Meridian time zones, latitude and longitude</li> <li>- I can lead a geographical enquiry into South America</li> <li>-I can draw comparisons between places I have studied</li> <li>- I can collect and analyse statistics and other information in order to draw clear conclusions about locations (use data from population, employment, ethnicity, weather, trade-imports/exports)</li> <li>- I can find out how a country uses and distributes its natural resources (food, energy, minerals and water)</li> <li>- I ask 'what may this place be like in the future? and give evidence</li> </ul>

To investigate patterns					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I can make observations about the weather in my own locality (using equipment)</li> <li>- I can identify patterns in the weather</li> <li>- I can identify the seasons</li> <li>- I can make comparisons about day to day weather</li> </ul>	<ul style="list-style-type: none"> <li>- I can use technology to find out the weather in a different location (UK and non-European country)</li> <li>- I can identify patterns and make predictions</li> <li>- I can compare and contrast weather in two locations</li> </ul>	<ul style="list-style-type: none"> <li>- I can use technology to find out the weather in a different location (UK counties)</li> <li>- I can make comparisons between several locations</li> <li>- I can use technical language to describe the weather</li> </ul>	<ul style="list-style-type: none"> <li>- I can collect weather data across a range of countries (Europe)</li> <li>- I can start to give geographical reasons for the weather in these countries</li> <li>- I can use technical language to describe the weather (scientific)</li> </ul>	<ul style="list-style-type: none"> <li>- I can collect weather data across continents</li> <li>- I can use this data to understand climate zones</li> <li>- I can explain extreme weather phenomena and its effect on its features</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify climate zones across the world</li> <li>- I can study a climate zone more detail (temperate climate zone)</li> <li>- I can relate the climate zone to economic activity of a region</li> </ul>
<ul style="list-style-type: none"> <li>- I can identify land use around my school</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify land use and understand how it has changed</li> </ul>	<ul style="list-style-type: none"> <li>- I can give reasons for change in land use</li> </ul>	<ul style="list-style-type: none"> <li>- I can give reasons for change in land use (European region) and compare with our own city</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify reasons for change in land use in locations around the world (North America)</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify reasons for change in land use in locations around the world (South America)</li> </ul>
		<ul style="list-style-type: none"> <li>- I know the features of a mountain</li> <li>- I can locate and describe mountains across the world</li> <li>- I can explain how a mountain is formed</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains).</li> <li>- I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves)</li> <li>- I can explain the process of erosion and deposition</li> <li>- I know how erosion, deposition and flooding can affect people</li> <li>- I know the features of a mountain</li> <li>- I can locate and describe mountains across the world</li> <li>- I can explain how a mountain is formed</li> </ul>	<ul style="list-style-type: none"> <li>- I can map out volcanic activity across the world</li> <li>- I can look for patterns in volcanic activity</li> <li>- I can give causes for these natural phenomena</li> <li>- I can describe the human and physical consequences</li> <li>- I know what an earthquake is</li> <li>- I can give causes for these natural phenomena</li> <li>- I can look for patterns in earthquake activity</li> <li>- I can describe the human and physical consequences</li> <li>- I can identify reasons for and consequences of climate change</li> <li>- I can identify an</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains).</li> <li>- I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves)</li> <li>- I can explain the process of erosion and deposition</li> <li>- I know how erosion, deposition and flooding can affect people</li> <li>- I know the features of a mountain</li> <li>- I can locate and describe mountains across the world</li> <li>- I can explain how a mountain is formed</li> <li>- I know how erosion,</li> </ul>

				<p>environmental issue and suggest possible causes and solutions</p> <ul style="list-style-type: none"><li>- I can summarise ways that people are trying to manage an environment</li></ul>	<p>deposition and flooding affect people</p>
--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------

## Geographical skills and fieldwork - Children will develop these skills through annual fieldwork visits

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I look at places and draw features I like or dislike, sorting them into groups.</li> <li>- I take digital photographs of a locality and use them back in the classroom to help describe a place).</li> <li>- I can mark on a map of the local area, the location of the school, where I live and other features</li> <li>- I use books, stories, and other information to find out about places.</li> <li>- I can map the classroom (building up from a map of the desk that shows a 'birds' eye' view of the layout.)</li> <li>- I can make drawings of an area I am finding out about.</li> <li>- I can plan a route using a map</li> </ul>	<ul style="list-style-type: none"> <li>- I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class.</li> <li>- I look at places and draw features I like or dislike, sorting them into groups.</li> <li>- I use aerial images (photographs, Google Earth) to find out about a location</li> <li>- I use books, stories, and other information to find out about places</li> <li>- I can make a map of the things I see in the place I am visiting or finding out about.</li> <li>- I have looked at how a map is a flat representation of a place on the globe.</li> <li>- I have used a globe to explore the nature of our world and can point out the North and South poles.</li> <li>- My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose).</li> <li>- My maps have grid references (A1, B1 etc).</li> <li>- My maps contain a key with symbols or colours to help identify features.</li> </ul>	<ul style="list-style-type: none"> <li>- I make detailed sketches of the features of a location.</li> <li>- I look at maps of areas I am studying and identify features.</li> <li>- I draw maps and plans of localities I have studied that include keys, grid references, a simple scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols.</li> <li>- I use the contents and index pages of an Atlas to find places quickly.</li> <li>- I have looked at how a map is a flat representation of a place on the globe.</li> <li>- I have used a globe to explore the nature of our world and can point out the North and South poles, equator, Arctic and Antarctic circles and northern and southern hemispheres.</li> <li>- I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth).</li> <li>- I can plan a route using 8 points of the compass.</li> </ul>	<ul style="list-style-type: none"> <li>- I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and standard Ordnance Survey symbols.</li> <li>- I have used a globe to explore the nature of our world and can point out the North and South poles, equator, Arctic and Antarctic circles and northern and southern hemispheres.</li> <li>- I use aerial photographs to match features on a map to the photograph.</li> <li>- I use aerial photographs to help describe a location in more detail.</li> <li>- I identify buildings and land use by using aerial photographs.</li> <li>- I know that there are different time zones and can relate this to Europe</li> </ul>	<ul style="list-style-type: none"> <li>- I make detailed field sketches of the features of a location, labelling them with appropriate geographical words.</li> <li>- My field sketches show layouts, patterns or movement (as appropriate).</li> <li>- I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.</li> <li>- I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents.</li> <li>- I use aerial photographs to match features on a map to the photograph, identify land use and buildings.</li> <li>- I use sources of information to help find out about a location (GIS)</li> <li>- I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the</li> </ul>	<ul style="list-style-type: none"> <li>- I use aerial photographs to match features on a map to the photograph, identify land use and buildings.</li> <li>- I use sources of information to help find out about a location (GIS)</li> <li>- I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term GMT.</li> <li>- I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.</li> <li>- I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.</li> </ul>

	- I can plan a route using a map			term GMT.	
--	----------------------------------	--	--	-----------	--