

Subject:

Geography

Key assessment criteria

Year 1	Year 2	Year 3
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">To be able to locate the four countries of the United Kingdom (UK) on a map of this area.To be able to locate the city, country and continent that we live in on a map.To be able to name and locate some continents and oceans on a map.To know that a country is a land or nation with its own government.To know that a continent is a group of countries. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none">To know some key similarities between their local area and a small area of a contrasting non-European country.To know some key differences between their local area and a small area of a contrasting non-European country.To know that life elsewhere in the world will have many similarities and differences to ours. <p><u>Human and Physical Geography (Residential and city centre)</u></p> <ul style="list-style-type: none">Recognising some physical and human features in our locality.To know the daily weather patterns in our area and how they change seasonally.To know that the weather forecast is where we try to predict the weather and that weather conditions can be measured and recorded.To know that physical features means any feature of an area that is on the Earth naturally and human features means any feature of an area that was made or built by humans. <p><u>Skills and fieldwork</u></p> <ul style="list-style-type: none">To be able to use directional language(including compass points) and respond to instructions using directional language to follow routes.To be able to recognise local landmarks and basic human features on aerial photographs.To be able to read and understand simple maps, recognising that symbols represent different features.To be able to draw simple map sketches and add labels.To be able to ask questions about the world around them.	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">To be able to locate all of the world's seven continents and five oceans on a world map.To know the four capitals and the four seas of the UK and be able to locate them on a map.To be able to show on a map the city, town or village where we live in relation to our capital city.To know that a capital city is the city where a country's government is located. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none">To be able to describe and explain some key similarities and differences between our local area and a small area of a contrasting non-European country.To be able to describe what physical features may occur in a hot place in comparison to a cold place. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none">To be able to locate the Equator and North and South Poles on a world map and globe.To be able to locate some hot and cold areas of the world on a world map and in relation to the Equator and North and South Poles.To be able to describe and understand the differences between a city, town and village.To describe the key human and physical features of a coastal town using subject specific vocabulary.To know some key human and physical features of the UK. <p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none">To be able to use the bedrocks to find the different places in 'Year 2 Locational Knowledge'.To be able to use a compass and the vocabulary 'North, South, East and West' to follow a prepared route.To be able to classify the features they notice into human and physical with teacher support.To be able to recognise features and landmarks in aerial photographs.To begin to be able to draw simple maps to scale and add symbols for a key.	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">To be able to locate some cities and counties close to our school.To be able to locate some countries (and their major cities) in Europe.To be able to locate North and South America using maps.To describe the location and physical features of Antarctica.To be able to locate significant mountain ranges and volcanoes on a map and notice patterns.To be able to find the Northern and Southern Hemisphere on a map and understand how it affects the seasons.To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none">Describing how and why humans have responded in different ways to their local environmentsTo know the positive and negative effects of living near a volcano. (<u>Vulnerability</u>)To know the negative effects an earthquake can have on a community and ways in which communities respond to earthquakes. (<u>Vulnerability</u>)To be able to describe and begin to explain differences between two regions studied. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none">To know that a natural resource is something that people can use which comes from the natural environment.To know what climate zones are and where they are located.To know the main types of land use and different types of settlements.To be able to describe how physical features (mountains) are formed, and why volcanoes and earthquakes occur. <p><u>Skills and fieldwork</u></p> <ul style="list-style-type: none">To begin to use maps at more than one scale.To be able to create and follow a map and route using a simple key, an 8-point compass and directional language.To find countries and features of countries in an atlas using contents and index.

Year 4	Year 5	Year 6
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To be able to locate some countries in North and South America using maps. To be able to locate significant rivers in the world on a map. To be able to find the position of the Equator and the Tropic lines and describe how this impacts our environmental regions. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator To know that the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> To be able to describe measures humans have taken in order to adapt to survive in cold places. To be able to describe and begin to explain similarities between two regions studied. To be able to describe and explain how people who live in a contrasting physical area may have different lives to people in the UK. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To further investigate climate zones and know how they affect the world's different biomes . To know vegetation belts are areas of the world which are home to similar plant species. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To be able to describe how physical features (rivers) are formed (<u>erosion</u> and deposition) <p><u>(Skills and fieldwork on next page)</u></p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To be able to explain why a locality (Alps, Oceans and Desert) has changed over time, giving examples of both physical and human features To be able to use longitude and latitude when referencing locations in an atlas or on a globe. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> To know some similarities and differences between the UK and a European mountain region and have an understanding of why tourists might want to go to a mountainous region. To be able to explain how and why humans have responded in different ways to their local environments in two contrasting regions (UK and deserts/ Alps) To be able to describe how climates impact on trade, land use and settlement. (<u>Trade</u>) <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To be able to describe and understand the key aspects of the six climate zones and the six biomes To be able to describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. To understand some of the impacts and causes of climate change. To be able to understand geographical issues affecting people in different places and environments and how humans can impact the environment both positively and negatively. <p><u>Skills and fieldwork</u></p> <ul style="list-style-type: none"> To be able to make sketch maps of areas studied including labels and keys where necessary. To be able to follow a short pre-prepared route on an OS map. To be able to conduct enquiries, collect and interpret data and be able to present that data in a variety of ways. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To know the names of many counties and cities in the UK. To be able to identify key physical and human characteristics of the geographical regions in the UK. To understand that land use has changed over time. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> To be able to describe and explain similarities and differences between two environmental regions studied (<u>Inequality</u>) To be able to use maps to explore wider global trading routes and further investigate how climates impact on trade, land use and settlement. (<u>Trade</u>) To be able to investigate similarities and differences between two environmental regions studied. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> To be able to suggest reasons why the global population has grown significantly in the last 70 years. To understand the different 'push' and 'pull' factors that people may consider when migrating (<u>Inequality</u>) To know some positive and negative impacts of humans on the environment. <p><u>Skills and fieldwork</u></p> <ul style="list-style-type: none"> To be able to use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. To be able to use the key on an OS map to name and recognise key physical and human features in regions studied. To be able to locate features using the 8 points of a compass. To be able to use four and six-figure grid references to locate features on a map in regions studied. To be able to independently conduct an enquiry, and be able to choose the best approach to answer the enquiry question.

Skills and fieldwork

- To be able to use questionnaire/interviews to collect qualitative fieldwork data.
- To be able to find answers to geographical questions through data collection.
- To be able to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.

Geography: Bedrock – World Map/ Globe**Nursery****3 / 4 year olds:**

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Understanding the World - People Cultures & Community**3 / 4 year olds:**

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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Reception**Understanding the World - People Cultures & Community****Reception**

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG: UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG: UTW: The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.