

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Study & Field work	<p>1G1 Show interest in what they see in field work</p> <p>1G2 Record what they have seen, in simple ways, including pictures and diagrams with labels</p> <p>1G3 Remember and talk about what was seen</p> <p>1G4 Use a digital camera to record what they see</p> <p>1G5 Collect simple statistics – longest, shortest, highest</p> <p>1G6 Fill in and use a class weather chart</p>	<p>2G1 Ask simple geographical questions</p> <p>2G2 Take and use digital photographs</p> <p>2G3 Make detailed sketches whilst on field work and/or draw labelled diagrams</p> <p>2G4 Discuss changes in weather and seasons from a chart</p> <p>2G5 Use tally charts and simple tables to collect information</p>	<p>3G1 Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <p>3G2 Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>3G3 Suggest own ways of presenting information, including graphically and in writing</p> <p>3G4 Make detailed and labelled field sketches</p> <p>3G5 Make field measurements over time</p> <p>3G6 Collect statistics and present appropriately</p> <p>3G7 Record information on charts, graphs and tables</p> <p>3G8 Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate</p>	<p>4G1 Draw on own knowledge and understanding when setting up a field work investigation</p> <p>4G2 Discriminate between different sources of information</p> <p>4G3 Test conclusions for accuracy</p> <p>4G4 Measure wind speed, rainfall and noise levels</p> <p>4G5 Use a database to find out information</p> <p>4G6 Prepare questionnaires to investigate people's views on an environmental issue</p> <p>4G7 Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements</p> <p>4G8 Begin to use the computer to draw graphs</p>	<p>5G1 Suggest suitable questions for a field work study</p> <p>5G2 Examine, question, analyse what is discovered, using a range of evidence</p> <p>5G3 Rank information found into order of importance</p> <p>5G4 Come to accurate conclusions, using information</p> <p>5G5 Make careful measurements - e.g. rainfall, noise level, distance</p> <p>5G6 Collect statistics about people and places</p> <p>5G7 Make a database to record information</p> <p>5G8 Make good use of ICT in charts and graphs</p>	<p>6G1 Suggest relevant issues for further study</p> <p>6G2 Carefully select sources of evidence, and sift information</p> <p>6G3 Collect statistics about people and places, and set up a database from fieldwork or research</p> <p>6G4 Use a range of graphs, including pie charts.</p> <p>6G5 Analyse data – e.g. population data - using similarity and difference</p> <p>6G6 Speculate and hypothesise about what is found</p> <p>6G7 Suggest plausible conclusions, and back up with evidence</p>

<p>Maps</p>	<p>1G7 Use simple blocked maps and plans 1G8 Make simple plans and talk about them 1G9 Make a plan of the classroom 1G10 Mark the location of the school on a simple local map 1G11 Identify where they have been on holiday, using a world map</p>	<p>2G6 Identify features on a map 2G7 Find longest and shortest routes using maps 2G8 Know the main aspects of the British Isles using maps 2G9 Draw simple maps and plans, sometimes with keys 2G10 Mark some locations on a map of UK – our town, our school visit, my holiday 2G11 Identify the main regions of the world – continents, equator, tropics 2G12 Begin to use concepts of NSEW</p>	<p>3G9 Draw maps of local places, including sketches from field work 3G10 Use and draw maps with a simple key 3G11 Use maps with simple grid references 3G12 Work out routes on maps and plans 3G13 Plan routes using 4 points of the compass 3G14 Use contents and index pages of an atlas to help locate correct information</p>	<p>4G9 Read and use the symbols on an OS map 4G10 Use four figure grid references to locate points on a map 4G11 Use and understand simple scale 4G12 Use atlases which show physical and human features 4G13 Compare information from atlases with that from a globe</p>	<p>5G9 Identify time differences around the world 5G11 Use four figure grid references to locate points on a map 5G12 Plan a route and work out distance using map scales</p>	<p>6G8 Use 6 figure grid references 6G9 Use a compass to follow a route 6G10 Work out a journey time, using their knowledge of time zones</p>
<p>Place knowledge</p>	<p>1G12 Compare local area with a different region of the UK 1G13 Compare a region of the UK with a contrasting non-European country (<i>animals</i>)</p>	<p>2G14 Similarities & differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya / seashores?)</p>	<p>3G15 Compare a region of the UK with a region in Europe</p>	<p>4G14 Compare a region of the UK with a region in Europe</p>	<p>5G13 Compare a region in UK with a region in North or South America with significant differences and similarities.</p>	<p>6G11 Compare a region in UK with a region in Africa with significant differences and similarities.</p>

<p>Locational Knowledge</p>	<p>1G14 Understand the concept of close and far away</p> <p>1G15 Name & locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>2G15 Reinforce location and names of the countries making up the British Isles, with their capital cities.</p> <p>2G16 Name and locate the world's seven continents and five oceans.</p> <p>2G17 Identify equator & north and south hemisphere</p> <p>2G18 Use directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>3G16 Reinforce location and names of the 7 continents on a World map and five oceans</p> <p>3G17 Locate the main countries of Europe inc. Russia.</p> <p>3G18 Identify main capital cities of Europe.</p> <p>3G19 Identify longest rivers in the world & compare with UK</p> <p>3G20 Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>4G15 On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>4G16 Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>4G17 Compare with UK.</p> <p>4G18 Locate and name the main counties and cities in/around London.</p>	<p>5G14 Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>5G15 Compare 2 different regions in UK rural/urban.</p> <p>5G16 Locate and name the main counties and cities in England.</p> <p>5G17 Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>5G18 Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>6G12 On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>6G13 Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>6G14 Linking with local History, map how land use has changed in local area over time.</p> <p>6G15 Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>6G16 Understand how these features have changed over time.</p>
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<p>Human & Physical Geography</p>	<p>1G16 Describe places using their characteristics and simple vocabulary – e.g. house, street, 1G17 Make lists of places with similar characteristics – e.g. the seaside, towns 1G18 Talk about places seen in books, videos, internet 1G19 Describe key human features, including: city, town, village, factory, farm, house, office. 1G20 Recognise characteristic physical and human features of places - built up, noisy, busy 1G21 Identify seasonal and daily weather patterns in the UK. 1G22 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 1G23 Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation</p>	<p>2G19 Know that places are linked by paths /roads 2G20 Use vocabulary of size to classify –hamlet, village, town, city 2G21 Understand similarities and differences in places 2G22 Express views about local area and environment 2G23 Use aerial photographs to identify land use and other geographical features 2G24 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 2G25 Understand similarities and differences in places 2G26 Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>3G21 Work out a location using a range of information 3G22 Understand that different places may have similar / different characteristics and give reasons for these 3G23 Understand and use the concept of reciprocal link between physical and human features 3G24 Describe and identify how a place has changed 3G25 Understand how economic development can change a place (link to history) 3G26 Identify the parts of a river, and land use around and how these can change people’s lives 3G27 Water cycle (no transpiration) 3G28 Suggest ways of improving local environment 3G29 Understand how weather changes an environment 3G30 Know the difference between weather and climate</p>	<p>4G19 Begin to recognise geographical patterns, and identify through aerial photographs 4G20 Understand why people choose to live in contrasting areas & compare them 4G22 Explain process of erosion & deposition, and its effects on people 4G23 Consider future of some physical and human features, based on an understanding of change 4G24 Explain their views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each 4G25 Physical geography, including: climate zones, biomes, vegetation belts and mountains. 4G26 Causes of volcanoes and earthquakes (plate tectonics, ring of fire) 4G27 Express views and recognise how people affect the environment, summarising the issues</p>	<p>5G19 Begin to understand geographical pattern – e.g. industry by a river 5G20 Describe and begin to explain patterns and physical and human changes 5G21 Describe how change can lead to similarities between different places 5G22 Justify own viewpoint or decision, and use new information to adapt their own viewpoint 5G23 Human geography including trade between UK and Europe and ROW 5G24 Fair/unfair distribution of resources (Fairtrade). Rainforest 5G25 Physical geography including coasts, rivers and the water cycle (revisit) including transpiration; climate zones, biomes and vegetation belts. 5G26 Understand how people can both improve and damage the environment 5G27 Suggest ways towards a reduction in climate change</p>	<p>6G17 Suggest how human activities can cause changes to environment and to the different views people hold 6G18 Recognise dependent links and relationships in both human and physical geography 6G19 Make a plausible case for environmental change 6G20 Distribution of natural resources focussing on energy. 6G21 Interpret other people’s arguments for change, analysing and evaluating their viewpoints 6G22 Describe and understand key aspects of physical & human geography and how these change over time.</p>
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