

	Who We Are	Sharing the Planet	How the World Works	How we organise themselves	Where we are in place and time	How We Express Ourselves
EYFS	<p>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. Describe their immediate environment using knowledge from observation, discussion stories non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and change statement of matters.</p>	<p>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. Describe their immediate environment using knowledge from observation, discussion stories non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and change statement of matters.</p>		<p>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. Describe their immediate environment using knowledge from observation, discussion stories non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and change statement of matters.</p>		<p>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. Describe their immediate environment using knowledge from observation, discussion stories non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and change statement of matters.</p>

	<p>Geographic inquiry:</p> <ul style="list-style-type: none"> *Can they say what they like about their locality? *Can they sort things they like and don't like? *Can they answer some questions using different resources, such as books, the internet and atlases? *Can they think of a few relevant questions to ask about a locality? 		<p>Physical Geography:</p> <ul style="list-style-type: none"> *Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? *Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 	<p>Physical Geography:</p> <ul style="list-style-type: none"> *Can they tell someone their address? *Can they explain the main features of a hot and cold place? *Can they describe a locality using words and pictures? 	<p>Geographic inquiry:</p> <ul style="list-style-type: none"> *Can they answer questions about the weather? *Can they keep a weather chart? *Can they answer questions using a weather chart? *Can they make plausible predictions about what the weather may be like later in the day or tomorrow? <p>Human Geography:</p> <ul style="list-style-type: none"> *Can they begin to explain why they would wear different clothes at different times of the year? *Can they tell something about the people who live in hot and cold places? *Can they explain what they might wear if they lived in a very hot or a very cold place? *Can they name different jobs that people living in their area might do? <p>Physical Geography:</p> <ul style="list-style-type: none"> *Can they explain how the weather changes with each season? 	<p>Geographic knowledge:</p> <ul style="list-style-type: none"> *Can they identify the four countries making up the United Kingdom? *Can they name some of the main towns and cities in the United Kingdom? *Can they point out where the equator, north pole and south pole are on a globe or atlas? *Can they name a few towns in the south and north of the UK?
Year 1						
Year 2	<p>Describe some physical features of their own locality.</p> <p>Describe some places which are not near the school.</p> <p>Describe how people may spoil areas.</p> <p>Describe how people try to make areas better.</p>	<p>Label a diagram or photograph using some geographical words.</p> <p>Find out about a locality by using different sources of evidence.</p> <p>Find out about a locality by asking some relevant questions to someone else.</p> <p>Say what they like and don't like about their locality and another</p>	<p>Describe some of the features associated with an island.</p> <p>Describe a place outside Europe using geographical words.</p> <p>Find where they live on a map of the UK.</p>	<p>Explain what makes a locality special.</p> <p>Use a map, photographs, film or plan to describe a contrasting locality outside Europe.</p> <p>Locate some of the world's major rivers and mountain ranges.</p>	<p>Name the major cities of England, Wales, Scotland and Ireland.</p> <p>Point out the North, South, East and West associated with maps and compass.</p>	<p>Make inferences by looking at a weather chart.</p> <p>Make plausible predictions about what the weather may be like in different parts of the world.</p> <p>Explain how the weather affects different people.</p>

		<p>Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they explain how the lives of people living in the Mediterranean would be different from their own? Can they explain how people's lives vary due to weather? Can they name a number of countries in the Northern Hemisphere? Can they name and locate some well-known European countries? Are they aware of different weather in different parts of the world, especially Europe? Can they name the two largest seas around Europe?</p>		<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport? Can they make accurate measurement of distances within 1000km? Can they name and locate the capital cities of neighbouring European countries?</p>		<p>Can they identify key features of a locality by using a map? Can they accurately plot NSEW on a map?</p>		<p>Can they begin to use 4 figure grid references? Can they use some basic OS map symbols? Can they use maps and atlases appropriately by using contents and indexes? Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</p>	<p>Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they describe how volcanoes have an impact on people's lives? Can they explain why a place is like it is? Can they locate and name some of the world's most famous volcanoes?</p>
Year 3		<p>Do they use correct geographical words to describe a place and the events that happen there? Can they confidently describe physical features in a locality? Can they explain why a locality has certain physical features?</p>							
Year 4		<p>Can they locate the Tropic of Cancer and the Tropic of Capricorn? Can they name up to six cities in the UK and locate them on a map? Can they locate and name some of the main islands that surround the UK? Can they name the areas of origin of the main ethnic groups in the UK & in their school? Can they name some of the main towns and cities in Yorkshire and Lancashire?</p>	<p>Can they carry out a survey to discover features of cities and villages? Can they find the same place on a globe and in an atlas? Can they describe the main features of a wellknown city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they explain how a locality has changed over time with reference to physical features? Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features?</p>	<p>Can they name the counties that make up the home counties of London? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? Can they use appropriate symbols to represent different physical features on a map? Do they know the difference between the British Isles, Great Britain and UK? Do they know the countries that make up the European Union?</p>		<p>Can they find different views about an environmental issue? What is their view? Can they explain how people are trying to manage their environment?</p>		<p>Can they suggest different ways that a locality could be changed and improved?</p>	<p>Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? Can they give accurate measurements between 2 given places within the UK?</p>

Year 5	<p>Geographical Inquiry Can they map land use? Can they find possible answers to their own geographical questions? Can they collect information about a place and use it in a report? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they work out an accurate itinerary detailing a journey to another part of the world? Human Geography Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p>	<p>Human Geography Can they explain why people are attracted to live by rivers? Can they explain what a place might be like in the future, taking account of issues impacting on human features? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they report on ways in which humans have both improved and damaged the environment?</p>	<p>Geographical knowledge Can they locate and name the main countries in South America on a world map and atlas? Can they begin to recognise the climate of a given country according to its location on the map?</p>	<p>Geographical Inquiry Can they collect information about a place and use it in a report? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time?</p>	<p>Physical Geography Can they explain how the water cycle works?</p>	<p>Human Geography Can they explain why people are attracted to live by rivers? Geographical Inquiry Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time?</p>
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Year 6	<p>Geographical Inquiry</p> <ul style="list-style-type: none"> Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data Use maps, aerial photos, plans and web resources to describe what a locality might be like <p>Human Geography</p> <ul style="list-style-type: none"> Give an extended description of the human features of different places around the world Describe how some places are similar and others are different in relation to their physical features Explain how human activity has caused an environment to change 	<p>Geographical Inquiry</p> <ul style="list-style-type: none"> Explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data Use OS maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like Use a range of self-selected resources to answer questions <p>Human Geography</p> <ul style="list-style-type: none"> Give an extended description of the human features of different places around the world Map land use with their own criteria Describe how some places are similar and others are different in relation to their physical features Explain how human activity has caused an environment to change Analyse population data on two settlements and report on findings and questions raised 	<p>Geographical Inquiry</p> <ul style="list-style-type: none"> Explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Use OS maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like Use a range of self-selected resources to answer questions <p>Physical Geography</p> <ul style="list-style-type: none"> Create sketch maps when carrying out a field study Understand the term sustainable development and use it in different contexts <p>Human Geography</p> <ul style="list-style-type: none"> Give an extended description of the human features of different places around the world Map land use with their own criteria Explain how human activity has caused an environment to change Analyse population data on two settlements and report on findings and questions raised <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Recognise key symbols used on ordnance survey maps 	<p>Geographical Inquiry</p> <ul style="list-style-type: none"> Explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data Use OS maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like Accurately use a 4 figure grid reference Create sketch maps when carrying out a field study Plan a journey to another part of the world which takes account of time zones Understand the term sustainable development and use it in different contexts <p>Geographical Knowledge</p> <ul style="list-style-type: none"> Recognise key symbols used on ordnance survey maps Name the largest desert in the world Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles Explain how the time zones work Name and locate the main canals that link different continents Name the main lines of latitude and meridian of longitude 	<p>Physical Geography</p> <ul style="list-style-type: none"> Give extended descriptions of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use a 4 figure grid reference Create sketch maps when carrying out a field study Plan a journey to another part of the world which takes account of time zones Understand the term sustainable development and use it in different contexts <p>Geographical Inquiry</p> <ul style="list-style-type: none"> Explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data Use OS maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like Define geographical questions to guide their research Use a range of self-selected resources to answer questions Give an extended description of the human features of different places around the world Map land use with their own criteria Analyse population data on two settlements and report on findings and questions raised Recognise key symbols used on ordnance survey maps <p>Physical Geography</p> <ul style="list-style-type: none"> Give extended descriptions of the physical features of different places around the world Accurately use a 4 figure grid 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