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| Yr | **Locational and Place knowledge** | **Human and Physical Geography** | **Geographical Skills:****Enquiry and Investigation** | **Geographical Skills: Fieldwork** | **Geographical Skills: Interpret a Range of Sources of Geographical Information** | **Geographical Skills: Communicate Geographical Information** |
| 1 | * Name and locate some places in their locality, the UK and wider world.
 | * Describe some places and features using basic geographical vocabulary.
* Express their views on some features of their environment e.g. what they do or do not like.
 | * Ask and answer simple geographical questions.
* Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.
 | * Observe and describe daily weather patterns.
* Use simple fieldwork and observational skills when studying the geography of their school and its grounds.
 | * Use a range of sources such as simple maps, globes, atlases and images.
* Know that symbols mean something on maps.
 | * Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.
* Draw, speak or write about simple geographical concepts such as what they can see where.
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| 2 | * Name and locate significant places in their locality, the UK and wider world.
 | * Describe places and features using simple geographical vocabulary.
* Make observations about features that give places their character.
 | * Ask and answer simple geographical questions when investigating different places and environments.
* Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
 | * Identify seasonal and daily weather patterns.
* Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
 | * Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
* Use simple compass directions as well as locational and directional language when describing features and routes.
 | * Express views about the environment and can recognise how people sometimes affect the environment.
* Create their own simple maps and symbols.
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| 3 | * Name and locate a wider range of places in their locality, the UK and wider world.
 | * Use geographical language to describe some aspects of human and physical features and patterns.
* Make observations about places and features that change over time.
 | * Ask and answer more searching geographical questions when investigating different places and environments.
* Identify similarities, differences and patterns when comparing places and features.
 | * Observe, record, and name geographical features in their local environments.
 | * Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.
* Use the eight compass points and recognise some Ordnance Survey symbols on maps.
 | * Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.
* Communicate geographical information through a range of methods including the use of ICT.
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| 4 | * Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.
 | * Use geographical language to identify and explain some aspects of human and physical features and patterns.
* Describe how features and places change and the links between people and environments.
 | * Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’
* Identify and describe similarities, differences and patterns when investigating different places, environments and people.
 | * Observe, record, and explain physical and human features of the environment.
 | * Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.
* Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.
 | * Express their opinions on environmental issues and recognise that other people may think differently.
* Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
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| 5 | * Name and locate an increasing range of places in the world including globally and topically significant features and events.
 | * Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.
* Demonstrate understanding of how and why some features or places are similar or different and how and why they change.
 | * Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?
* Recognise geographical issues affecting people in different places and environments.
 | * Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.
 | * Use a range of maps and other sources of geographical information and select the most appropriate for a task.
* Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
 | * Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.
* Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
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| 6 | * Name and locate an extensive range of places in the world including globally and topically significant features and events.
 | * Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
* Explain some links and interactions between people, places and environments.
 | * Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?
* Make predictions and test simple hypotheses about people, places and geographical issues.
 | * Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
 | * Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.
* Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
 | * Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.
* Communicate geographical information using a wide range of methods including writing at increasing length.
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