‘An understanding of the natural world is a source of not only great curiosity, but great fulfilment.’ Sir David Attenborough

Our aim at Parkgate Junior School is to inspire pupil’s curiosity, fascination and appreciation for the world that we live in. Through the teaching of this subject we intend to equip our pupils with geographical skills to develop their knowledge through studying diverse places, people and the physical and human environment.

As pupils progress through our school, and increase their Geographical skills, they will develop an awareness of the interactions between physical geography and human geography and how landscapes and environments have changed and continue to change.

We want our curriculum to encourage and promote sustainability and for pupils to know their part in it. It is our hope that pupils will gain a lifelong excitement for exploration and learning about the world we live in.

International food festival 2022

Erasmus - Sweden trip 2022

Geography policy

Purpose and Aims

Purpose

- To develop children's range of enquiry skills, knowledge and understanding of people, places, patterns and environments and to use and apply geographical skills in other areas of the curriculum as well as in real life.

Aims

- To gain knowledge and understanding of places in the world;
- To increase knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To learn graphic skills, including how to use, draw and interpret maps;
- To know and understand environmental problems at a local, regional and global level;
- To encourage a commitment to sustainable development and an appreciation of what 'global citizenship' means;

Provision

Our curriculum is categorised in two ways:

Breadth - which encourages pupils to develop an understanding of places and environments

Depth – which helps pupils to think like geographers by developing an understanding of places and environments. Our curriculum enables pupils learn about their area and compare their life in this locality to other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. We bring geography to life during cross curricular week and themed days. Through their growing knowledge and understanding of human geography children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Recovery – which addresses areas which may have been missed or only partially covered during lockdown. Skills not covered will be incorporated in to future year group planning to ensure full coverage of National Curriculum content.

Progress

The Geography curriculum aims for pupils to be competent in the following geographical skills: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes, interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. To ensure that students make progress in these skills, the following threads of progression have been developed: Mapwork: using maps to navigate (page 6), Mapwork: using maps to describe landscapes, Mapwork: making maps, Fieldwork: sketching, Fieldwork: gathering information, Geographical enquiry: analysing, interpreting and presenting information, Geographical enquiry: providing conclusions and evaluating results.

Monitoring, evaluation and improvement

Leadership involves monitoring pupils' outcomes and the quality of teaching and learning. Strengths and limitations are then examined in order to create action plans and improve achievements.

Subject: **Geography** **Subject Lead:** **Virginia Brady**

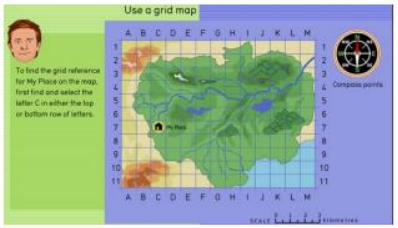
<table>
<tr><td rowspan="2">Intent</td><td colspan="8">Aims/ Statement of Intent:
Children will love learning about; maps, the world around us, how the world works, how to look after our environment and how to keep our planet safe.
Aims: To extend their knowledge and understanding beyond the local are to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</td></tr>
<tr><td colspan="8">Knowledge and skills: To develop understanding of locational knowledge, place knowledge, human and physical geography and geographical skills / field work.</td></tr>
<tr><td rowspan="3">Implementation</td><td colspan="8">Approaches to learning/How our pupils learn :
Pupils learn in a variety of ways: using Lilac strategies, research and developing their knowledge, share knowledge, questioning and making links between subjects to deepen understanding and knowledge, build confidence through practise, cross curricular links, making links to prior learning, a range of teaching styles are used to support children, using computing skills e.g. google earth, research using internet, pupils reflect on their learning and question what they have learned, subject specific vocabulary is used to deepen understanding – use a range of strategies to support, e.g. dual coding, modelled examples, scaffolded tasks, previous content is regularly re visited to enable children to make links.</td></tr>
<tr><td colspan="8">Support: Scaffolded work, lilac strategies, small group work, practical experiences and trips, use of technology to support, signposting to resources, use of visual aids, Historic England resources.</td></tr>
<tr><td colspan="8">Enrichment (including link and opportunities): field work, trips, visitors, census, local walks, virtual visits,</td></tr>
<tr><td rowspan="3">Impact</td><td colspan="4">Skills: Pupils should be taught to:
Use maps, atlases, globes and digital mapping to locate countries and describe features studied.
Use the 8 points of a compass , 4 and 6 figure grid references, symbols and key (including use of OS maps) to build their knowledge of the UK and the wider world.
Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td><td colspan="4">Attitudes/ wellbeing and personal development:
Children should demonstrate: independence. Resilience, confidence and high self-esteem, an interest in the wider world and geographical features.</td></tr>
<tr><td>Book study method</td><td>SDS</td><td>Pupil Voice</td><td>AfL</td><td>Learning walks</td><td>Events</td><td>Assessment</td><td>Homework/ projects</td></tr>
<tr><td>Marking and feedback</td><td></td><td>LILAC</td><td></td><td>Trips</td><td></td><td>Planning</td><td></td></tr>
</table>

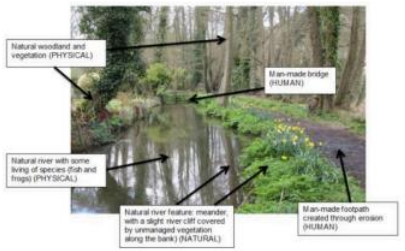
Overview of subject map/Long term overview

		Curriculum Overview - Geography							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Lower Key Stage 2	Year 3			Watford – A local study Land use – The UK, Local Physical and Human Geography		Rainforests (maps, comparison, physical and human geography)	Extreme Earth (physical geography including Volcanoes, Earthquakes and tsunamis).	Year 3	Lower Key Stage 2
	Year 4			Italy and the UK		Rivers and coasts	Mountains	Year 4	
Upper Key Stage 2	Year 5	Biomes (physical geography)	Where on Earth? Introduction to -(people, places and maps to include work on colonisation)		Colonisation and the distribution of natural resources		Where on Earth? (continuation) (people, places and maps to include work on colonisation) N. America S. America Europe UK	Year 5	Upper Key Stage 2
	Year 6				Exploring the silk road	Around the world in seven continents.	Around the world in seven continents.	Year 6	

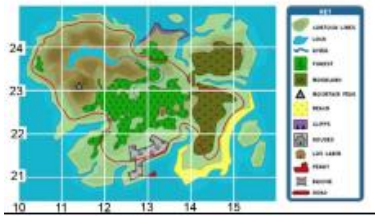
Scheme of work – progression of knowledge (and skills)

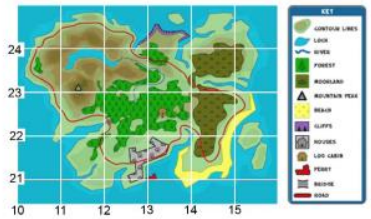
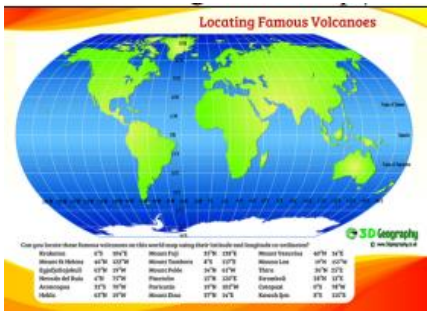
Topic/areas to be covered **Year 3**	**Skills to be taught**	**Learning objectives**	**Possible links with other areas and whole school links**
The UK and Watford		● Know, name and locate counties and cities of the Uk. ● Know geographical regions and their identifying human and physical characteristics. ● Know key topographical features - hills, mountains, rivers, coasts. ● Know land use patterns and how these have changed overtime.	
Extreme Earth		● Know, describe and understand key aspects of volcanoes, earthquakes and tsunamis.	
Rainforests		● Know and understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of South America (Watford/Hertfordshire).	
Mapwork – using maps to navigate.	Follow a route on a map with symbols Describe and follow a journey between two places/features using 4 figure compasses (NSEW). E.g. Move north two steps, then west three steps. Describe and follow a journey between two places/features using letter/number co-ordinates as the start and finish.  	● Know that a symbol on a map, just like a picture, represents a place or feature in the real world ● Know that when reading coordinates, you read across the x-axis and up/down the y-axis ● Know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature	Math

Mapwork – Using maps to describe landscapes.	Match boundaries (e.g. find same boundary of a country on different scale maps)  Identify features using 4 figure compasses (NSEW). E.g. The Nile runs from south to north in Egypt. Identify features using letter/number coordinates.  	● Know that the boundary of a country can be marked by a physical feature such as a mountain range ● Know that the boundary of a country can be invisible but marked by a line on a map ● Know that a map can show a small area of land or a large area of land ● Know that when reading coordinates, you read across the x-axis and up/down the y-axis ● Know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature	Math
Mapwork – Making maps	Draw or make a map of a real location that includes human and physical features Start to use standard symbols 	● Know that a symbol is a simpler version of a pictorial representation of a real-world object ● Know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with ● Know that a key provides the names of a symbol to avoid having to label each symbol on a map	math

Fieldwork - Sketching	Draw an annotated sketch from an observation including descriptive labels and indicating direction and position 	• Know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features • Know that adjectives describe objects and places • Know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite	Math Literacy Art
Fieldwork – Gathering information	Record findings from fieldwork Collect data using a tally survey Use geographically numerical descriptive language Ask geographical questions. E.g. Where is this location? What is it like to live in this location? What natural and manmade features are in this location?  	• Know that in an area, some things are there naturally whereas some things have been put there by humans	History Maths

Geographical Enquiry – Analysising, interpreting and presenting information.	Analysing and interpreting information Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables E.g. when comparing the scale of different earthquakes, pupils are able to read the magnitude/number of casualties/people displaced and make direct comparisons [analysing]. Presenting information Present data using bar charts, pictograms and tables E.g. When looking at population in different areas, pupils can show the population levels and state which area is most/least populous as well as comment by how much.	● Know that a picture in a pictogram can represent one or more of an object ● Know that the key in a pictogram tells you how much each picture is worth ● Know that the scale on the y axis of a block diagram tells you how much of something you have ● Know that the scale on a bar chart can go up in ones, but also increments of other numbers ● Know that a marked scale is where numbers are marked on the x/y axis at each interval ● Know that a row in a table displays data horizontally/across ● Know that the column in a table displays data vertically/up/down	Math
Geographical enquiry – Providing conclusions and evaluating results	Link data to conclusions	● Know that geographers use evidence to understand the past ● Know that evidence based on more than one source makes it more reliable	History
Topic/areas to be covered **Year 4**	**Skills to be taught**	**Learning objectives**	**Possible links with other areas**
Mountains		● Know name and locate geographical regions of the Uk and other areas and key topographical features- mountains. ● Know land use patterns and how these change.	

Rivers and coasts		● Know, describe and understand key aspects of rivers, coasts and the water cycle. ● Know name and locate geographical regions of the Uk and key topographical features - coasts and rivers.	History - The Egyptians Science - Water
Italy and the UK		● Know and understand the geographical similarities and differences through the study of human and physical geography of a region in the Uk and a region of a European country.	History - The Romans
Mapwork – using maps to navigate.	Follow a route on a large scale map.  Begin to use 8 figure compass directions to describe a route. E.g. the transatlantic slave trade was the movement of slaves from the Gulf of Africa, north-west to Central America. Use four-figure grid references to describe a location on a map, including the use of a key   	● Know that a large scale map is one that shows lots of detail, normally over a smaller area ● Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis ● Know that four-figure grid references take you to a box within the grid, not just a specific point like a coordinate.	Math
Mapwork – Using maps to describe landscapes.	Locate places and features on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map.	● Know that a large scale map is one that shows lots of detail, normally over a smaller area ● Know that a small scale map is one that shows less detail, normally over a larger area ● Know that an aerial photograph is a photograph taken from above ● Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis ● Know that four-figure grid references take you to a box within the grid, not just a specific point like a co-ordinate ● Know that latitude and longitude are a system of lines used to describe the location of any place on Earth. ● Know that lines of latitude run in an east-west direction across Earth.	Math

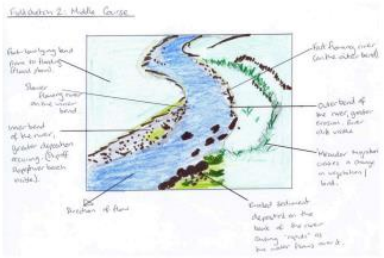
	Begin to use 8 figure compass directions when describing landscapes. E.g. Mount Vesuvius is located north-west of Pompeii. Use four figure grid references to identify features on a map, including the use of a key  Use lines of longitude and latitude on a map to locate a feature  	• Know that lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed.	
Mapwork – Making maps	Draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another	• Know that a sketch is a drawing of an area from a given viewpoint • Understand that a map is an aerial perspective of an area with 2D symbols representing the world • • Know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating	Art Math
Fieldwork - Sketching	Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position	• Know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features • Know that adjectives describe objects and places • Know that causal conjunctions are used to start an explanation, such as because, since, so, as Know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite	Art Math Literacy
Fieldwork – Gathering information	Collect data using a range of data collection techniques, e.g. land use, environmental quality Ask geographical questions. E.g. What is this landscape like? What natural and man-made	• Understand that land use can be classified, such as city, residential, suburban, farmland • Understand that environments change over time due to natural and human processes	History

	features are in this location? What will it be like in the future?		
Geographical Enquiry – Analysising, interpreting and presenting information.	Analysing and interpreting information Begin to relate the graphical representation of data to recording change over time. E.g. when using a graph that shows how much of a good has been imported into a country over time, pupils can state which year was the highest/lowest import and the difference between the two [analysing] and interpret how demand over time has affected this and give reasons why [interpreting]. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Presenting information Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs E.g. construct a graph that shows the type of goods that are exported by the UK	● Know that the scale on the y axis of a block diagram tells you how much of something you have ● Know that the scale on a bar chart can go up in ones, but also increments of other numbers ● Know that a marked scale is where numbers are marked on the x/y axis at each interval Know that an unmarked scale is where numbers are not marked on the x/y axis at each interval ● Know that as you move from left to right on a time graph, this shows the passing of time	Math
Geographical enquiry – Providing conclusions and evaluating results	Consider if there is more than data set that leads to the same conclusion Identify data that do not support an enquiry	● Understand that evidence based on more than one source makes it more reliable	
Topic/areas to be covered **Year 5**	**Skills to be taught**	**Learning objectives**	**Possible links with other areas**
Biomes		● Know, describe and understand key aspects of climate zones, biomes and vegetation belts.	
Colonisation and the distribution of natural resources		● Know and understand the distribution of natural resources including energy, minerals and water. ● Discuss the reasons for colonising of different countries, including natural and human resources ● Discuss the morality of colonisation of different countries ● Exploring the history and symbolism of flags including faith, language and colonial history	PSHE History Science
Where on Earth?		● Know and locate the worlds' countries using maps focusing on Russia, Europe, North and South America, concentrating on environmental regions, key physical and human geography and countries and major cities.	

Year 5 **Mapwork – using maps to navigate.**	Use six-figure grid references to describe a location on a map, including the use of a key.  	● Know that six-figure grid references are split into two groups of three digits. ● Know that the first two digits of the first group represent the numbers on the x-axis. ● Know that the first two digits of the second group represent the numbers on the y-axis . ● Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows.	Math

Mapwork – Using maps to describe landscapes.	Compare two landscapes using maps and aerial photographs  Find and recognise places on maps of different scales. Use 8 figure compasses directions when describing and comparing places and landscapes. E.g. the Isle of Dogs is north-west of Greenwich park. Begin to use 6 figure grid references by finding the location of a place or feature  Describe the features shown on an OS map by using the key and symbols. 	• Know that an aerial photograph is a photograph taken from above • Know that when giving an 8 figure compass direction, north or south come first, then east or west. E.g. NE, NW, SE, SW • Know that six-figure grid references are split into two groups of three digits • Know that the first two digits of the first group represent the numbers on the x-axis • Know that the first two digits of the second group represent the numbers on the y-axis • Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows • Know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation • Know that a symbol represents a real life human or physical feature	Math

Mapwork – Making maps	Draw a map with positioning of key features located accurately in relation to one another and use OS symbols	● Know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation	

Fieldwork - Sketching	Use sketches as evidence in an investigation Annotate sketches to describe and explain geographical processes and patterns Use sketches as evidence in an investigation Annotate sketches to describe and explain geographical processes and patterns 	● Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area ● Understand that a geographical process is a sequence of actions that shape or change our environment ● Understand that a geographical pattern is similarities in observations that can be used to describe an environment	Art Math Literay

Fieldwork – Gathering information	Select appropriate methods for data collection such as interviews, questionnaires, observations Evaluate the quality of evidence collected and suggest improvements Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?	● Know that gathering information can happen through observations (seeing and making judgements) and speaking to people (ask people questions about how they interact with the area)	Literacy

Geographical Enquiry – Analysising, interpreting and presenting information.	Analysing and interpreting information Complete, read and interpret information in tables Solve comparison, sum and difference problems using information presented in a line graph E.g. when investigating rainfall linked to flooding, pupils are able to make comparisons between actual rainfall, the normal average rainfall and increases/decreases in each, as well as comment on percentage increases and decreases where appropriate Presenting information Begin to decide which representations of data are most appropriate and why	● Know that the appropriateness of how we present data is determined by how much data we have, what sort of enquiry (e.g. quantity of something, passing of time) and how clear our findings are	Math

Geographical enquiry – Providing conclusions and evaluating results	Consider the significance of data Are there any similar trends from other sources or investigations we've studied	● Understand that conclusions made from data from different sources/investigations can help geographers when making interpretations for their own geographical enquiry	Literacy Math
Topic/areas to be covered **Year 6**	**Skills to be taught**	**Learning objectives**	**Possible links with other areas**
Silk Road		● Know, describe and understand aspects of human and physical geography including: types of settlement and land use, economic activity including trade links.	**PSHE** **History** **Literacy**

7 Continents		● Know and identify the position of latitude, longitude, equator, northern hemisphere, southern hemisphere, Tropic of Capricorn, Tropic of Cancer, Artic, Antarctic circle, Prime Greenwich Meridian, time zones including day and night.	**Math** **Literacy**
Mapwork – using maps to navigate.	Follow a short route on an OS map, using symbols and a key. Follow a short route on a variety of scaled maps.	• Know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation	
Mapwork – Using maps to describe landscapes.	Make geographical conclusions based on analysis of a landscape using maps and aerial photographs. E.g. Many mines can be found in the north-east of South Africa which shows that this region is richer in resources. This land could be under conflict if many people want the resource. Use 8 figure compass directions when describing and comparing places and landscapes on a variety of scales. Use 6 figure grid references accurately by giving and finding the location of a place or feature	● Know that geographical artefacts such as maps and aerial photographs can tell us about human behaviour, such as settlement choices ● Know that when giving an 8 figure compass direction, north or south come first, then east or west. E.g. NE, NW, SE, SW ● Know that six-figure grid references are split into two groups of three digits ● Know that the first two digits of the first group represent the numbers on the x-axis ● Know that the first two digits of the second group represent the numbers on the y-axis ● Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows	Math
	Draw a map that shows appropriate distance between places or features based on a given scale  **A SKETCH OF A VILLAGE (not drawn to scale)**  A PLAN OF A VILLAGE(drawn to a scale)	● Know that map scale is the relationship between distance on the map and distance in real life.	Math
Fieldwork - Sketching	Use sketches as evidence in an investigation. Select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns.	● Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area ● Know that there are limitations of fieldwork sketches, such as accuracy because they are drawn by humans ● Know that photographs are accurate snapshots of an area but go out of date ● Know that capturing movement is not possible in a sketch or photograph, so video can be used or data collection which can be presented in a graph over time	Math Art Literacy

	Evaluate their sketch against set criteria and improve it		
Fieldwork – Gathering information	Use digital technology to gather information over time Ask geographical questions. E.g. What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?	● Understand that field work carried out by humans gives a snapshot of one moment in time, however, digital equipment can be used to gather data over time for a more accurate assessment (e.g. an electronic weather vane)	Computing
Geographical Enquiry – Analysising, interpreting and presenting information.	Analyse information Calculate and interpret the mean as an average, knowing when it is appropriate to calculate a mean of a data set Presenting information Encounter and draw graphs relating two variables, arising from their own enquiry Construct pie charts and line graphs	● Know that a variable is something that changes ● Know that the mean is the average of a set of data	Science Math
Geographical enquiry – Providing conclusions and evaluating results	Select evidence from a range that is the most reliable, considering validity and bias	● Understand that summative data adds different degrees of value to a geographical enquiry depending on what is being investigated ● Understand that more than one interpretation with the same conclusion likely means it is a more reliable viewpoint	Math

Geography vocabulary ladder

Year 3	Year 4	Year 5	Year 6
In addition to KS1 vocabulary....	In addition to KS1 and Year 3 vocabulary....	In addition to KS1 and lower KS2 vocabulary....	In addition to KS1 and lower KS2 and Year 5 vocabulary....
Country Immigration UK Great Britain Landmark	Distance Valley Scale(size) Settlement Inland Rural/urban	Surface confluence vegetation belts sea level delta terrain	naturalised disperse sustainability immigrant latitude Ordnance Survey

Equator	Distribution	products	longitude
Biome	Flood plain	industrial	climate zones
Physical geography	Tributary	contour lines	Greenwich/Prime Meridian
Human geography	Meander	sub-continent	Time zone
Counties	Deposition	population	Northern hemisphere
Continent	Weathering/erosion	development	Southern hemisphere
Settlement	Ox-bow lake	arid	Tropic of Capricorn
Vegetation	Spring	irrigation	Tropic of Cancer
Landscape	Source	ground water	equatorial
Factory	Mouth	excursion	land use
Ocean	Humid	scale [maps]	subterranean
Lake	Coastal	Contours	congestion
Fieldwork	Evaporation	Tundra	latitude
Transport [carry]	Precipitation	Savana	location
Industry	Condensation	humidity	pollution
Compass	Hemisphere		longitude
North East	Natural resources		minutes[location]
South East	Man-made resources		
North West			
South West			
Climate			
Polar			
Equator			
Tropical			
Environment			
Indigenous			
Native			
Renewable			
Non-renewable			
Sustainability			
Climate-change			
Grid-reference			
Conservation			
Natural disaster			
feature			
Migrate			

Resources we use

Resources	Learning outside the classroom
Maps Atlases Online maps Goole Earth Purple Mash Globes Compasses	Trips to include in the local area Field work Outside speakers /workshops– Veolia

Endpoints

Year 3	Below Expected	Expected	Above Expected
Locational Knowledge	• Pupils are beginning to locate countries in Europe, North and South America on a map • Pupils are beginning to locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere	• Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils are becoming more confident locating cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	• Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map • Pupils can, with increasing accuracy, locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian

Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	• Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography	• Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography
Human and Physical Geography	• Pupils are beginning to describe a few aspects of physical geography Pupils are beginning to describe a few aspects of human geography	• Pupils are beginning to describe some aspects of physical geography • Pupils are beginning to describe some aspects of human geography	• Pupils can describe a few aspects of physical geography • Pupils can describe a few aspects of human geography
Geographical Skills and Fieldwork	• Pupils are practising using maps, atlases and globes to locate countries and describe features studied • Pupils are beginning to read maps with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical	• Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these • Pupils are becoming increasingly accurate with symbols and key	• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are beginning to use four figure grid references and are becoming increasingly

	features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Year 4	Below Expected	Expected	Above Expected
Locational Knowledge	• Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map • Pupils can, with increasing accuracy, locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones	• Pupils can locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance	• Pupils can confidently locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom and are beginning to identify counties • Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones

Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe some aspects of physical geography • Pupils can describe some aspects of human geography	• Pupils can describe aspects of physical geography • Pupils can describe aspects of human geography	• Pupils can describe an increased range of aspects of physical geography • Pupils can describe an increased range of aspects of human geography
Geographical Skills and Fieldwork	• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps)	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)

	• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Year 5	Below Expected	Expected	Above Expected
Locational Knowledge	• Pupils can locate some countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils are beginning to study aspects of the physical and	• Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 5 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils are beginning to identify aspects of the	• Pupils can, mostly, locate countries of the world on a map • Pupils can, mostly, locate counties and cities of the United Kingdom • Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils can identify aspects of the physical and human

	human geography that have changed over time	physical and human geography that have changed over time	geography that have changed over time
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe a variety of aspects of physical geography • Pupils can describe a variety of aspects of human geography	• Pupils can describe and understand some key aspects of physical geography • Pupils can describe and understand some key aspects of human geography	• Pupils can describe and understand an increasing variety of key aspects of physical geography • Pupils can describe and understand an increasing variety of key aspects of human geography

Geographical Skills and Fieldwork	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies	• Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies

Year 6	**Below Expected**	**Expected**	**Above Expected**
Locational Knowledge	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify the position and	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify the position and	• Pupils can confidently locate countries of the world on a map • Pupils can confidently locate counties and cities of the United Kingdom • Pupils can identify the position and significance of latitude,

	significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones ● Pupils can identify aspects of the physical and human geography that have changed over time	significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones ● Pupils can identify how aspects of the physical and human geography have changed over time	longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones ● Pupils can confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	● Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in physical geography ● Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in human geography	● Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography ● Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography	● Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography ● Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography

Human and Physical Geography	• Pupils can describe and understand an increased variety of key aspects of physical geography • Pupils can describe and understand an increased variety of key aspects of human geography	• Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography	• Pupils can describe and understand a wide range of key aspects of physical geography • Pupils can describe and understand a wide range of key aspects of human geography
Geographical Skills and Fieldwork	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies	• Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies