***Geography End of Year Expectations and Progression of Skills for Key Stage 2***

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| ***End of Key Stage 2 Expectations*** |
| Children should extend their knowledge and understanding beyond the local area to include the United Kingdom 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.***Locational knowledge**** Locate the world’s countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
* Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.
* Identify 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 (including day and night).

***Place Knowledge**** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.

***Human and Physical Geography**** Describe and understand key aspects of – physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
* Human geography, including – types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

***Geographical skills and fieldwork**** Use world maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.
* Use the eight points of a compass, four and six-figure grid reference, symbols and (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
* 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.
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| ***Geography Progression of Skills – Key Stage 2*** |
|  | ***Locational and Place Knowledge*** | ***Interpreting Maps*** | ***Constructing Maps*** |
| ***Year 3*** | I can:* Name and locate the countries of the UK.
* Name and locate some of the main rivers and seas in the UK.
* Name and locate some of the countries of the UK
* Name and locate ten counties in Europe.
* Name and locate further countries in the wider world e.g. as part of a country study topic.
 | I can:* Use simple maps to see how land is used.
* Recognise some Ordnance Survey symbols.
* Use a simple key on a map to see how land is used.
* Use the eight compass points to describe the location of the countries and cities of the UK.
* Identify rivers and seas using an atlas or map.
* Use a map to locate some of the countries of the UK.
* Use a map or atlas to locate areas of high ground in the UK.
* Use maps to locate places studies in the wider world.
 | I can:* Draw simple sketch maps using some known symbols.
* Draw a simple sketch map to show how land is used (during fieldwork).
* Create a simple map to show how land is used (develop sketched map drawn during fieldwork).
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| ***Year 4*** | I can:* Explain the position of the equator, the northern hemisphere and the southern hemisphere (in context of researching countries in different hemispheres).
* Identify the lines of latitude and longitude.
* Explain the position of the prime meridian.
* Name and locate ten more countries in Europe.
 | I can:* Use latitude and longitude to find places on maps, atlases and globes.
* Use a range of maps to research geographical information.
* Use the eight points to describe the location of countries and cities in Europe.
 | I can:* Create a map of a settlement (linked to a topic on settlements)
* Use further known symbols when creating a map.
* Record fieldwork using simple sketch maps.
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| ***Year 5*** | I can:* Name and locate the remaining countries of Europe.
* Identify the capital city of a country (in context of a European country study).
* Locate key mountain ranges of the world (in the context of a topic on mountains).
* Find countries in Europe and North and South America on a map.
* Find cities in the UK on a map and identify some of their features.
 | I can:* Use digital maps to calculate food miles (as part of a topic on the environment).
* Use a map to find and describe key features of mountains of the UK (in the context of a topic on mountains).
* Find in an atlas using the index and simple grid references.
* Use a key to describe features on an Ordnance Survey map.
* Use the eight compass points to describe routes on a map.
* Use four or six-figure grid references to locate places on a map.
* Plan a journey using the eight compass points and four or six-figure grid references.
 | I can:* Record fieldwork using more developed sketch maps.
* Use Ordnance Survey symbols when creating a map.
* Create a simple key for their maps.
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| ***Year 6*** | I can:* Locate the key rivers of the UK.
* Locate the key rivers of the world.
* Identify the countries of North and South America (in the context of a topic on the Americas).
* Identify the capital cities of countries in the Americas.
* Use geographical terminology to describe the location and characteristics of a range of places across the Americas (e.g. equator).
 | * Use atlases and maps to identify the key features of a river system.
* Select the most appropriate map or other sources of geographical information for the task.
* Compare maps with aerial photos.
* Regularly apply latitude, longitude and grid reference skills in relation to places studied.
 | * Draw maps of increasing complexity, including using symbols and a key.
* Record fieldwork using more complex sketch maps.
* Begin to use scale when drawing a map.
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