

Geography End of Year Expectations



Year 6	name and locate an extensive range of places in the world including globally and topically significant features and events.	<p>recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>explain some links and interactions between people, places and environments.</p>	<p>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?</p> <p>make predictions and test simple hypotheses about people, places and geographical issues.</p>	use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	<p>interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>recognise an increasing range of Ordnance Survey symbols on maps and can locate features using six-figure grid references.</p>	<p>develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>communicate geographical using a wide range of methods including writing at increasing length.</p>
Year 5	name and locate an increasing range of places in the world including globally and topically significant features and events.	<p>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.</p> <p>demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p>	<p>ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>recognise geographical issues affecting people in different places and environments.</p>	observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	<p>use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>
Year 4	name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	<p>use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>describe how features and places change and the links between people and environments.</p>	<p>ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>identify and describe similarities, differences and patterns when investigating different places, environments and peoples.</p>	observe, record, and explain physical and human features of the environment.	<p>use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>recognise Ordnance Survey symbols on maps and can locate features using four-figure grid references.</p>	<p>express their opinions on environmental issues and recognise that other people may think differently.</p> <p>communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>
Year 3	name and locate a wider range of places in their locality, the UK and wider world.	<p>use geographical language to describe some aspects of human and physical features and patterns.</p> <p>make observations about places and features that change over time.</p>	<p>ask and answer more searching geographical questions when investigating different places and environments</p> <p>identify similarities, differences and patterns when comparing places and features.</p>	observe, record, and name geographical features in their local environments.	<p>use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>use the eight compass points and recognise some Ordnance Survey symbols on maps.</p>	<p>express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>communicate geographical information through a range of methods including the use of ICT.</p>

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<p>Y e a r 2</p>	<p>name and locate significant places in their locality, the UK and wider world.</p>	<p>describe places and features using simple geographical vocabulary.</p> <p>make observations about features that give places their character.</p>	<p>ask and answer simple geographical questions when investigating different places and environments</p> <p>describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>identify seasonal and daily weather patterns.</p> <p>develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p>	<p>use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>use simple compass directions as well as locational and directional language when describing features and routes.</p>	<p>express views about the environment and can recognise how people sometimes affect the environment.</p> <p>create their own simple maps and symbols.</p>
<p>Y e a r 1</p>	<p>name and locate some places in their locality, the UK and wider world.</p>	<p>describe some places and features using basic geographical vocabulary.</p> <p>express their views on some features of their environment e.g. what they do or do not like.</p>	<p>ask and answer simple geographical questions</p> <p>describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>observe and describe daily weather patterns.</p> <p>use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>use a range of sources such as simple maps, globes, atlases and images.</p> <p>know that symbols mean something on maps.</p>	<p>use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>draw, speak or write about simple geographical concepts such as what they can see where.</p>
<p>LOCATIONAL & PLACE KNOWLEDGE</p>		<p>HUMAN & PHYSICAL GEOGRAPHY</p>	<p>GEOGRAPHICAL SKILLS: ENQUIRY & INVESTIGATION</p>	<p>GEOGRAPHICAL SKILLS: FIELDWORK</p>	<p>GEOGRAPHICAL SKILLS: INTERPRET A RANGE OF SOURCES OF GEOGRAPHICAL INFORMATION</p>	<p>GEOGRAPHICAL SKILLS: COMMUNICATE GEOGRAPHICAL INFORMATION</p>