



- All skills across the year group must be covered by the end of the year group for a child to be secure.

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| Year<br>6 | <ul style="list-style-type: none"> <li>▶ Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>▶ Explain some links and interactions between people, places and environments.</li> </ul>                            | <ul style="list-style-type: none"> <li>▶ 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?</li> <li>▶ Make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>▶ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> </ul>    | <ul style="list-style-type: none"> <li>▶ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>▶ Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>                          |
| Year<br>5 | <ul style="list-style-type: none"> <li>▶ Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> </ul> | <ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Demonstrate understanding of how and why some features or places</li> </ul> | <ul style="list-style-type: none"> <li>▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>▶ Recognise geographical issues affecting people in different places and environments.</li> </ul>                              | <ul style="list-style-type: none"> <li>▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</li> </ul>                | <ul style="list-style-type: none"> <li>▶ Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>▶ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>▶ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> </ul> |

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|        |   | are similar or different and how and why they change.   |  |  |   |   |
| Year 4 | <ul style="list-style-type: none"> <li>▶ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>▶ Describe how features and places change and the links between people and environments.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>▶ Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Observe, record, and explain physical and human features of the environment.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</li> <li>▶ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>▶ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> </ul> |
| Year 3 | <ul style="list-style-type: none"> <li>▶ Name and locate a wider range of places in their locality, the UK and wider world.</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>▶ Make observations about places and features that change over time.</li> </ul>                                 | <ul style="list-style-type: none"> <li>▶ Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>▶ Identify similarities, differences and patterns when comparing places and features.</li> </ul>                  | <ul style="list-style-type: none"> <li>▶ Observe, record, and name geographical features in their local environments.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> <li>▶ Use the eight compass points and recognise some Ordnance Survey symbols on maps.</li> </ul>                         | <ul style="list-style-type: none"> <li>▶ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>▶ Communicate geographical information through a range of methods including the use of ICT.</li> </ul>   |

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| Year<br>2 | <ul style="list-style-type: none"> <li>▶ Name and locate significant places in their locality, the UK and wider world.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Describe places and features using simple geographical vocabulary.</li> <li>▶ Make observations about features that give places their character.</li> </ul>                              | <ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions when investigating different places and environments.</li> <li>▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Identify seasonal and daily weather patterns.</li> <li>▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>▶ Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>▶ Create their own simple maps and symbols.</li> </ul>   |
| Year<br>1 | <ul style="list-style-type: none"> <li>▶ Name and locate some places in their locality, the UK and wider world.</li> </ul>        | <ul style="list-style-type: none"> <li>▶ Describe some places and features using basic geographical vocabulary.</li> <li>▶ Express their views on some features of their environment e.g. what they do or do not like.</li> </ul> | <ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions.</li> <li>▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Observe and describe daily weather patterns.</li> <li>▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> </ul>            | <ul style="list-style-type: none"> <li>▶ Use a range of sources such as simple maps, globes, atlases and images.</li> <li>▶ Know that symbols mean something on maps.</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>▶ Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ul> |
|           | 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   |