

Geography

| Year 1 Developing | Year 1 Expected | Year 2 Expected | Year 3 Expected | Year 4 Expected | Year 5 Expected | Year 6 Expected | Year 6 Exceeded |
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| <p>Know that we live in England. (Location)</p> | <p>Name and locate the four countries and capital cities of the UK and the surrounding seas. (Location)</p> <p>Identify characteristics of the four countries and capital cities of the UK and surrounding seas. (Location)</p> <p>Use a world map, atlas and a globe to identify the UK and its countries. (Geographical skills)</p> | <p>Name and locate Yorkshire and cities in the locality. (Location)</p> <p>Identify human and physical characteristics of our immediate locality. (Location)</p> | <p>Name and locate counties and cities of the UK. (Location)</p> <p>Identify human and physical characteristics of geographical regions in Yorkshire choosing from the list in the curriculum. (Location)</p> | <p>Name and locate the 14 geographical regions of the UK. (Location)</p> <p>Identify key topological features of 4/5 geographical regions in the UK. (Location)</p> | <p>Identify and compare land use patterns of 4/5 geographical regions in the UK. (Location)</p> | <p>Explain how aspects of 4/5 geographical regions in the UK have changed over time. (Location)</p> | <p>Compare and contrast 4/5 geographical regions in the UK. (Location)</p> |
| <p>Know that there are other countries in the world other than their own. (Location)</p> | <p>Name your own and at least 2 or 3 other countries. (Location)</p> | <p>Name and locate the seven continents. (Location)</p> <p>Name and locate the five oceans. (Location)</p> <p>Use a world map, atlas and a globe to identify countries continents and oceans</p> | <p>Use a world map, atlas and a globe to locate the world's countries, including those in Europe, (including location of Russia) and North America. (Geographical skills)</p> | <p>Use a map to locate the countries within South America/North America/Europe. (Geographical skills)</p> <p>Identify the position and significance of the Equator. (Location)</p> | <p>Describe the key environmental regions of South America/North America/Europe. (Geographical skills)</p> <p>Identify the position and significance of the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p> | <p>Use maps to identify and discuss the major cities of South America/North America/Europe (Geographical skills)</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and times zones (including day</p> | <p>Compare and contrast how special variation of 4/5 geographical regions in the world have changed over time. (Geographical skills)</p> |

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| | | (studied at this stage) (Geographical skills) | | | (Location) | and night) (Location) | |
| Talk about the physical geography of a small coastal area in the UK using the vocabulary beach, cliff and sea . (Place). | Identify human and physical geography of a small area of the UK. (Place) Begin to use basic geographical vocabulary to refer to physical features ie beach, cliff, coast, sea, ocean, Begin to use the basic geographical vocabulary to refer to human features, ie harbour and shop lighthouse beach hut, hotels, caravan/camping sites, amusements (Human and physical) | Compare a small area of the UK with a small area of a contrasting a non-European country (North America). . (Place) Use basic geographical vocabulary to refer to physical features of an area ie forest, hill, mountain, river, soil, valley, vegetation, season and weather. (Human and physical) Use basic geographical vocabulary to refer to human features of an area ie city, town, village, factory, farm, house, office, shop (Human and physical) | Compare geographical similarities and differences between a region of the UK and North America. . (Place) Describe the physical geography of an area ie biomes and vegetation belts, rivers (Human and physical) Describe the human geography of Otley/Skipton ie types of settlement, land use, economic activity including trade links (Human and physical) | Compare geographical similarities and differences between a region of the UK with a region in South America/North America/ a European country using the key aspects of physical and human geography of a place selecting from a given list. (Place) (Human and physical) | Compare and contrast geographical similarities and differences between a region of the UK with other regions in South America/North America/ a European country using the key aspects of physical and human geography and use these to compare places. . (Place) (Human and physical) | Analyse and evaluate geographical similarities and differences between a region of the UK with other regions in South America/ North America/ a European country. Explain some of the key aspects of human geography and use these to compare places. . (Place) Analyse and evaluate why a region becomes a distinctive area (Human and physical) | Analyse and evaluate geographical similarities and differences between a region of the UK with other regions in South America/ North America/ a European country and a region of Africa and Asia. . (Place) Understand the key processes in physical and human geography using detailed place based examples (Human and physical) Understand how human and physical processes interact within South America/North America/ a European country. (Human and physical) |
| | Identify daily weather patterns in the UK. (Human and physical) Identify seasonal | Identify the location of hot and cold areas in the world in relation to the Equator and the | Identify the different climate zones in the world. (Human and physical) | | | | |

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| | weather patterns in the UK. (Human and physical) | North and South Poles (Human and physical) | | | | | |
| Devise and create story maps based on books (Geographical skills) | Devise a simple map and use and construct their own basic symbols in a key (Geographical skills) | Use the terms North South East and West, and simple locational /directional language (near/far, left/right, up/down) to describe the location of features and routes on a map. | Use the 8 compass points to describe the location of features and routes on a map. (Geographical skills) | Know and use a range of at least 10 symbols/a detailed key on a OS map to describe in detail places in UK and wider world (the places studied). (Geographical skills) | Use four figure grid references and at least 12 symbols/key on an OS map to describe places in the UK and wider world (the places studied). (Geographical skills) | Use maps with a range of scales and six figure grid references to describe in detail places in the UK and wider world (the places studied). (Geographical skills) | Select appropriately from maps, globes, atlases routinely in the classroom and field (Geographical skills) Interpret OS maps, including scale, topological and thematic mapping, and aerial and satellite photographs (Geographical skills) |
| | | Use aerial photographs and plan perspectives to recognise landmarks/human and physical features of places studied. (Geographical skills) | | | | | Use Geographic Information Systems (GIS) to view, analyse and interpret places and data (Geographical skills) |
| | Begin to use simple fieldwork/observations to study the geography of school. (Fieldwork) | Use simple fieldwork/observations to study the key human and physical features of Otley/Skipton. (Fieldwork) | Use fieldwork to observe and record the human and physical features of Otley/Skipton., including sketch maps (Fieldwork) | Measure and record human and physical features of Bradford, Harrogate, Leeds, and choose how to present this data. (Fieldwork) | Use fieldwork to observe and record the human and physical features of an area, including plans and graphs to answer questions about the locality (Bradford, Harrogate, Leeds) (Fieldwork) | Use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record this data when studying Bradford, Harrogate, Leeds. (Fieldwork) | Use fieldwork in contrasting locations Bradford, Harrogate, Leeds and draw conclusions from multiple sources of increasingly complex information. (Fieldwork) |