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| Aspect | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Human & Physical | Use the correct terms for simple geographical features in the local environment | Describe and compare human and physical features seen in their local environment and other places in the world | Describe and compare the different features of human and physical geography of a place, offering explanations for the locations for some of these features | Describe how physical activity has impacted and/ or change the physical and human characteristics of a place in the world | Describe how human activity has impacted upon and or/changed the physical and human characteristics of a place in the world | Explain how climate zones, biomes and vegetation belts affect the physical and human feature of a place in the world |
| United kingdom | Name and locate the four counties of the united kingdom on a map or globe | Name and locate the capital cities of the United Kingdom and its surroundings | Name and locate vegetation belts across the united kingdom explaining how some of these have changed over time | Name and locate rivers of the united kingdom and describe the impact on human physical geography of the places they are found | Name and locate countries and cities of the united kingdom identifying and describing their human and physical characteristics | Describe in detail the human characteristics of some of the largest cities of the united kingdom, taking into account population, economic activity and transport system |
| The world | Find and name some continents on a world map | Name and locate the world’s continents and oceans on a world map or globe | Make comparisons of the same geographical features in different countries | Locate the countries of Europe (including Russia), North and South America | Describe and explain the similarities and differences( human and physical) of a region of European country, and a region or area within north or south America | Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America |
| Environmental  Geography | Describe how pollution (e.g. litter) affects the local environment | Suggest ways of improving the local environment | Identify how people both damage and improve the environment. | Explain how people try to sustain environments | Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it | Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment |
| Processes | Describe in simple terms how wind or water has affected the geography area | Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment) | Explain how the physical process of erosion, transportation and deposition affects the environment | Describe and explain how typical processes have changed the characteristics of a landscape country or continent | Describe how physical and human processes give a continent its unique characteristics | Describe how climate, ecology and people area effected by cold, and describe the freezing and thawing processes |
| Patterns | Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times in the park) | Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times) | Provide a reasonable explanation for features in a relation to location (e.g. the shops outside town are bigger because there is more space) | Describe the patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside) | Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of feature’s ,relative to others | Identify geographical patterns on a range of scales |
| Weather & climate | Name the four seasons and describe typical weather conditions for each of them | Locate hot and cold areas of the world in relation to the Equator and the North and South poles and explain how the weather affects these areas | Sequence and explain the features of a physical weather process such as the water cycle | Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism | Describe how weather and climate effects land use and food productions | Explain how extreme climates affect the lives of people living there and the human and physical geography |
| Places | Identify the similarities and the differences between the local environment and one other place | Describe and compare the physical similarities / differences between an area in the United Kingdom and one of a contrasting non-European country | Compare and contrast areas of vegetation and biomes in two different locations | Compare and contrast how areas of the world have capitalised on their physical or human features | Recognise and describe the physical and human features or places, and appreciating the importance of wider geographical location in understanding places | Describe how physical and human process can lead to similarities differences in the environments of places and in the lives of people who live there |
| Changes over time | Explain what changes are taking places in the local environment | Explain how a place has changed over time | Identify changes in the local and global environment | Describe how changes in the features of a place, can affect the lives and activities of the people living there. | Explain how things change by referring to the physical and human features of the landscape | Explain how physical and human processes lead to diversity and change in places |
| Express views | Ask and respond to questions about placements environments | Use given information and observations to ask and respond to questions about the environment, recognising how people affect this | Provide reason for their observations, views and judgments regarding places and environments | Offer reasons for their own views and recognise that other people may hold different views | Discuss and comment on a range of views people hold about environmental interaction and change | Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change |
| Mapping | Draw a simple picture map (eg of an imaginary place from a story labelling particular features | Draw simple maps or plans using symbols for a key | Draw sketch maps and plans using agreed symbols for a key | Draw sketch maps and plans using standardised symbols and a key | Produce own scale maps | Produce accurate scaled maps |
| Using maps | Locate countries on a map | Locate continents and oceans on a world map | Locate geographical features on a map or atlas using symbols shown in a key | Locate and name geographical features on an ordinance survey map. | Compare land use and geographical feature’s on a different types of maps | Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping |
| Field work | Name, describe and group features of the home/school environment from first hand observation responding to simple questions | Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions | Observe, measure and record the human and physical features in the local area responding to a range of geographical questions | Propose geographical questions, collecting and recording specific evidence to answer them | Choose the best method of recording observations and measurements including sketch maps and plans graphs and digital technologies | Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spread sheets |
| Vocabulary | Use basic geographical vocabulary to name physical and human features of familiar place | Use geographical vocabulary to name features of familiar and unfamiliar places | Use technical and geological vocabulary to describe geographical process | Explain views on a geographical issue using appropriate vocabulary | Ask and answer geographical questions using correct geographical vocabulary | Present findings both graphically and in writing using appropriate vocabulary |
| Research | Use maps, pictures and stories to find out about different places | Use information texts and the web to gather information about the world’s human and physical geography | Locate appropriate information needed for a task from a source material. | Suggest which source material to use for specific task, locating the information needed. | Use search engines, index contents and other research techniques to locate and interpret information | Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it |
| Direction | Use simple locational language including, in front , behind, next to far away, near to, to describe the location of geographical features on a map and in field word | Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map | Use the eight points of a compass to describe the location of a country or geographical feature | Plot a route on a map or globe from one place to another, I identifying countries or significant landmarks that are passed | Use four and six figure grid references to locate features on an ordinance survey or world map | Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport |
| Positioning | Locate hot and cold areas of the world | Locate the equator and the North and South Poles | Locate and explain the significance of the northern and southern hemispheres and the arctic and Antarctic circles | Locate and explain the significance of the equator, northern hemisphere, southern hemisphere the Tropics of Cancer and Capricorn to a range of countries of the world. | Locate and explain the significance of latitude and longitude and the prime Greenwich meridian | Explain how time zones(including day and night) of different countries around the world affect the human and physical geography of a place |
| Data | Collect data during fieldwork such as the number of trees/houses | Collect and organise simple data from first and second hand sources including fieldwork | Analyse data which they have collected from first hand observations and experiences identifying any patterns | Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them. | Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue | Analyse and present more complex data, from different sources, suggesting reasons why it may vary |
| Prospective | Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above | Identify and describe geographical human and physical features using an aerial photograph | Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences | Suggest where in the world and aerial photograph or satellite image shows, explaining reasons for their suggestions | Explain what the physical and human process may have occurred in a place by studying an aerial image of it | Use the web and satellite mapping tools to find out and present geographical information about a place |

Geography