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| **Stoke Gabriel Primary School**  **Geography Curriculum Plan Years 1-6** |

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| Intent |
| Our Creative Curriculum  We are committed to providing an inspirational and creative curriculum which provides memorable learning experiences and fosters curiosity, a love of learning and a desire to know more. We encourage our children to use and to value their imagination and recognise the awe and wonder of the world that is around them. We want the children to recognise that creativity can produce solutions to problems and, as such, creativity is a vital tool for life.  Our children, as they journey through our school, encounter experiences and challenges that take them out of the classroom both physically and imaginatively - to expand their understanding of the world, to encourage self-awareness and resilience, and to develop a sense of responsibility.  We exploit our diverse and rich local area to support curriculum learning wherever possible and we welcome and embrace the talents and support of the wider school community including: parents, carers, family members and local people.  Our children are encouraged to make sense of the world by making connections to their own experiences. They develop a sense of place by building an understanding of the unique nature of our setting and how the geography and history of our area has influenced the development of our locality and national events. Our goal is that every child leaves Stoke Gabriel School confident in their own talents, with courage to face the future, and a recognition of their own potential.  Geography  Our high-quality geography curriculum is designed to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want our lessons and experiences to equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As the children progress through our school, we want their growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments, and we want them to have gained specific geographical vocabulary - and knowledge - and developed Geographical skills.  We aim to foster and develop an interest, appreciation and understanding for the many cultures which make up the world, a sense of wonder at the interconnected nature of our planet, a respect for the world – its habitats and its peoples, and a sense of their personal responsibility towards it. |

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| Implementation |
| Geography  The statutory National Curriculum for the Foundation Subjects – History, Geography, Art and Design, and Design Technology - is delivered through Enquiry Journeys. The distinct characteristics of each subject are consciously embedded whilst links are made to other subject areas to create meaning and purpose - cross-curricular writing and reading being excellent examples.  The scope and focus of each journey is planned carefully to sit within the Long Term Planning of our school - a two-year, carefully sequenced, programme to accommodate our mixed-year-group classes to enable every child to make progress by building on their geographical understanding, acquiring geographical knowledge, using subject-specific vocabulary, and developing their geographical skills. The LTP ensures coverage of the statutory Geography Curriculum and enables all teachers to understand where their teaching responsibilities fall in the overall scheme.  Teachers refer to the Geography Suitcase to remind children of the skills that they need in order to become proficient Geographers. The suitcase was ‘packed’ in consultation with the children to provide a visual reference for the subject - to support their understanding of the intrinsic characteristics of the subject area. At the start of each Enquiry Journey, the children are given an Enquiry Journey ‘blueprint’ which highlights the skills and knowledge that they will acquire and makes links to their previous learning. The blueprint also lists key vocabulary for the journey. The blueprint is referred to throughout the journey to review and consolidate the learning and so help the knowledge and skills to become embedded.  The Enquiry Journey Approach  Our Enquiry Journey approach to teaching the curriculum is based on extensive research, has been developed and improved over a number of years, and is designed to fully engage our children in their learning.  Enquiries are devised by the class teachers and can be both short and focused, predominately covering one or two curriculum areas, and long and varied, to immerse the children in a theme and involve them in learning objectives for several subjects.  All Enquiry Journeys follow the same series of Enquiry Journey stages, which essentially build components to enable the completion of a complex ‘composite’ outcome – these are explicitly shared with the children so that they are able to connect to the big picture of their learning :   1. Activate Curiosity 2. Discuss, Discover, Decide 3. Let’s Do It! 4. Dig Deeper! 5. Share, Celebrate and Reflect   More detail about the teaching and learning characteristic of each stage can be found in the Appendix.  Geographical learning beyond the classroom is not uncommon, with teachers and children, making use of our amazing school grounds and our wonderful locality. |

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| Impact |
| The monitoring of impact across the school is led by the Curriculum Leader and Academy Head and monitored internally through book looks, lesson drop ins and pupil conferencing, as well as by informal professional dialogue and sharing of good practice in a termly staff meeting.  The impact of our approach to teaching Geography will be evident in every classroom as the children progress though our school - the following list details some of the behaviours that will act as indicators of the impact of our teaching of Geography. We would expect children to exhibit more and more of these behaviours as they mature and grow as Geographers:   * Children being active learners: excited, interested, involved, motivated and engaged. * Children being curious to find out more and having ideas about how to do this. * Children making links in their knowledge and skills from across the curriculum * Children talking about their world, and about their place in it, using subject-specific vocabulary. * Children who are proud of their learning and pleased to share their journals. * Children who are clear about what geography is and how they can grow as a geographer. * Children who know how to learn and remember information – and can confidently share knowledge about places studied. * Children learning how to find answers, evaluate evidence, make comparisons and explore possibilities. * Children communicating their learning,and expressing their own ideas and opinions with clarity and confidence. * Children discovering that it is good to question the sources [and purposes] of information. * Children making judgements about the importance or relevance of pieces of information. |

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| Becoming a Geographer  Progression |
| **EYFS**  The children at Stoke Gabriel begin their journey as developing Geographers from **EYFS**, engaging in activities that develop their understanding of the world:   |  |  | | --- | --- | | **Understanding the World (People and Communities)**  Children know about similarities and differences between themselves and others, and among families, communities and traditions. | **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. |   **KS1 & KS2**  Throughout **KS1 and KS2**, the children learn about the subject through a wide range of opportunities, building on prior knowledge and developing new skills across the four areas defined in the Geography National Curriculum document:  **Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork**  These are the skills that children need to learn to make progress:  a. undertake investigations and enquiries, using various methods, media and sources  b. compare, interpret and analyse different types of evidence from a range of sources  c. present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques  d. consider, respond to and debate alternative viewpoints in order to take informed and responsible action.   |  |  |  |  | | --- | --- | --- | --- | | **Locational Knowledge** | **KS1**  Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world’s oceans and continents.  **KS1 Geography National Curriculum**  Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.  **Children can:**   1. name and locate the world’s seven continents and five oceans; 2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. | **LKS2**  Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.  **KS2 Geography National Curriculum**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.  Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Children develop their understanding, recognising and identifying key physical and human geographical features.  **Children can:**   1. locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; 2. name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 3. 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; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. | **UKS2**  Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.  **KS2 Geography National Curriculum**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.  **Children can:**   1. use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 2. name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; 3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. |  |  |  |  |  | | --- | --- | --- | --- | | **Place Knowledge** | **KS1**  Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.  **KS1 Geography National Curriculum**  Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.  Children can:   1. compare the UK with a contrasting country in the world; 2. compare a local city/town in the UK with a contrasting city/town in a different country; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. | **LKS2**  Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.  **KS2 Geography National Curriculum**  Children can 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.  Children can:   1. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; 2. explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; 3. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; 4. explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; 5. use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. | **UKS2**  Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.  **KS2 Geography National Curriculum**  Children can 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.  Children can:   1. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; 2. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. |  |  |  |  |  | | --- | --- | --- | --- | | **Human and Physical Geography** | **KS1**  Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.  **KS1 Geography National Curriculum**  Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.  **Children can:**   1. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; 2. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; 3. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **LKS2**  Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.  **KS2 Geography National Curriculum**  Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.  **Children can describe and understand key aspects of:**   1. physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; 2. human geography, including: types of settlement and land use; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. | **UKS2**  Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.  **KS2 Geography National Curriculum**  Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.  **Children can describe and understand key aspects of:**   1. physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; 2. 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; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. |  |  |  |  |  | | --- | --- | --- | --- | | **Geographical Skills and Fieldwork** | **KS1**  Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.  **KS1 Geography National Curriculum**  Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.  **Children can:**   1. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; 2. use simple compass directions and locational and directional to describe the location of features and routes on a map; 3. devise a simple map; and use and construct basic symbols in a key; 4. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; 5. use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | **LKS2**  Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.  **KS2 Geography National Curriculum**  Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).  **Children can:**   1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 2. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; 3. use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. | Map skills orienteering Active Outdoor Discovery Primary Geography Resources KS1 KS2**UKS2**  Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.  **KS2 Geography National Curriculum**  Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth’s features at different scales are shaped, interconnected and change over time.  **Children can:**   1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; 3. use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. | |

**Geographical skills** are the tools of a geographer. They are the tools of the trade. They are not in themselves geography. To have any meaning, they MUST be developed, enhanced and applied in a place (local area) or thematic (earthquakes and volcanoes – tectonic processes) context.

Enquiry, problem solving, decision making and investigation are key elements of high quality learning in geography.

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|  | **Locational knowledge**  **and Place knowledge** | **Fieldwork** | **Use of basic geographical vocabulary** | **Using globes, maps & plans.** | **Map work skills** | **Human and physical geography:enquiry skills and communication** |
| **Emerging knowledge, skills and concepts** | I can ask questions.  I can respond to questions – like what and where? | I can use some of my senses to observe places  I can identify simple types of buildings & places around me and know their own special features. | I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry.  I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house. | I can play games with globes & maps.  I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories.  I may use my own symbols. | I can follow directions – up, down, left and right  I may be able to identify local features on aerial photograph.  I can draw round objects 1:1 to get plan view | I can use secondary sources – pictures, photos, stories, films to find out about a place  I can tell you what a place is like in simple terms |
| **Expected by the end of KS1  Year 2** | I can name & locate world’s 7 continents and 5 oceans I can name, locate &identify characteristics of the 4 countries & capital cities of the UK & surrounding seas I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country. | I can use simple fieldwork and observational skills to study the geography of my school and its grounds.  I can complete a chart to express opinions during Fieldwork.  I use first hand observation to investigate places - the  school grounds, the streets around and the local area.  I can recognise and record different types of land use, buildings and environments. | I use and understand basic geographical specific vocabulary relating to human and physical geography  **key physical features**  (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)  **key human features**  (city, town, village, factory,farm, house, office, port, harbour, shop, address)  I can use mathematical vocabulary to describe position and location | I use world maps, atlases and globes to identify UK & its countries  I can identify the countries, continents and oceans studied.  I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | I can follow a route on prepared maps (left/right) & find information.  I can use simple compass directions (NSEW)  I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.  I can make a simple map  (e.g. from a story).  I can use & construct basic symbols in a key | I can use observational skills and ask and respond to questions. I can identify seasonal/daily weather patterns in the UK  I can study the key human and physical features of the surrounding environment of my school I begin to explain how/why I can find information from aerial photographs.  I use and apply Maths to help me to show learning |
| **Expected by the end of lower KS2 Year 4** | I can locate the world’s countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities. I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including ***some*** cities and ***some*** key topographical features including hills, mountains, coasts and rivers. I understand how some aspects have changed over time. I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country | I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs  I can conduct surveys.  I can carry out a simple questionnaire.  I am able to use simple equipment to measure and record.  I can investigate the local area, looking at types of shops, services and houses.  I apply mathematical skills in data handling to Geography fieldwork. | I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban , rural, human, physical to describe places or geographical features in different ways.  I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes. | I can locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;  I can use atlases to find places using index/ contents.  I can understand the need for a key.  I understand the purpose of maps.  I am beginning to understand scale and distance on a map, using and applying mathematical skills. | I can use the 8 points of a compass.  I can use simple grids with letters and numbers and 4-figure coordinates to locate features.  I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.  I can map evidence from fieldwork e.g. sketch annotated views.  I can use plans.  I can use aerial photos and satellite images.  I can begin to use smaller scale aerial views.  I can use oblique aerial views. | I can describe & under-stand key aspects of: physical geography, including rivers and mountains.  I can explain volcanoes/ earthquakes in simple terms.  I can describe the water cycle using a diagram.  I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. I can identify differences between places.  I can communicate geog. information in a variety of ways, including through maps and writing at length  I apply mathematical skills when using geog.data etc. |
| **Expected by the end of KS2  Year 6** | I know some of the world’s countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.  I can name/ locate cities & counties of the UK  I know more about the geographical regions of the UK & their identifying physical and human characteristics, including ***more*** cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts  I can explain how aspects have changed over time.  I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).  I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night). | I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.  I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.  I can carry out a focused in depth study, looking at issues/changes in the area.  I can imagine how & why area may change in future. | I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.  I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes. | I can use 1:10.000 and1:25.000 Ordnance Survey maps.  I can use a globe & maps & some OS symbols on maps to name and locate counties & cities of the UK,  I can locate the world’s countries, using maps to focus on North & South America.  I can use scale bar on maps.  I realise purpose, scale, symbols and style are related.  I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).  I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied. I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.  I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps | I can use Ordnance Survey maps at different scales. I can, draw a detailed sketch map using symbols and a key. I know directions in neighbourhood.  I can align a map with route. I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.  I can understand and use  6 figure grid references to  Interpret OS maps. | I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics. I can understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. I can describe in detail types of settlement, land use, economic activity including trade links. I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied. I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.  I know location of places of global significance, their defining physical & human characteristics and how they relate to one another  I regularly use/ apply maths skills in my work |
| **Exceeding the expected knowledge, skills and concepts by the end of KS2** | I know more of the world’s countries of all the continents and their cities and key topographical features.  I describe and make links between places & features. I give reasons for differences. | I am able to complete a small Fieldwork project with detailed method, and analysis of results.  I can explain most of the results and show links between them.  I can understand height / slope in field work and relate to maps and photographs (contours). | I can describe and start to explain geographical processes using the correct terminology. | I can select appropriate maps resources to find and show detailed information.  I can describe features seen and how they relate to each other.  I can interpret relief.  I can use latitude and longitude.  I appreciate different map projections.  I can interpret distribution & thematic maps for information. | I can follow route on 1:50.000 OS map.  I can read/compare scales.  I can draw measured plans e.g. from field data. | I draw upon my knowledge & understanding beyond the local area, UK, Europe, N & S America to suggest suitable questions and make decisions based on knowledge, understanding and facts.  I use ICT to enhance learning & present findings. |