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| **Geography** |
| **How do we make a difference?** |
| What makes our world wonderful? How can we keep it that way? |

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|  | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Term 1** |  |  |  |  |  |  |  |
| **Term 2**  **Place and Cultural Awareness**  **Vocabulary** | **Where is our school? What is it like?**  **Our School**  **People, Culture and Communities.**   * Explore school grounds, different weather, different seasons and times of day. * Explore how to dress for different weather conditions. * Visit local places of significance. E.g. Park, Tesco and School. * Interact with different visitors, Eg. Vicar, Police and shopkeeper. Ask questions about their roles in the community. * Role play – small world. * Stories – What places and people are like?   School, park, shop, house | **Where do I live? What is it like to live in Spalding?**   * Town, county, country, continent * Role play – small world.   **Fieldwork**: Local area, making their own Ariel photos of school, school, Maps, globes.  Traffic survey, explore houses, places in our locality etc.  Dashboard: Weather Patterns  Town, address, detached, semi-detached, terrace | **Where do I live? How can we help people know what to do here?**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom   **Fieldwork:** Local area, making their own Ariel photos of school (google earth?), school, Maps, globes.  Dashboard: Weather Patterns  Island, features, | **Why do people move to Spalding?**  Physical and human features  The river used as a form of trade - horticultural industry.  **Fieldwork:** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies.  Questionnaire – sent home using teams?  Settlement, population, employment | **How can we improve the view from our window?**  **Fieldwork:** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies.  Community, | **How can we make a difference in our local area?**  **Fieldwork:** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies.  Conservation, | **Why is the flower parade important to our town? What difference will it make?**  **Fieldwork:** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies.  Land use, grid reference, scale |
| **Why this?**  **Why now?** | Place is key in our Geography this term. We want FS2 children to understand their locality in school. | Buildng on locality in school our Y1 children will think about place around our school. | The key question will support the children to build on their previous understanding of place in school and around the locality to explore what we can do where we live. | With place being the focus, understanding what we can do where we live the children will now explore why people move here. Also focusing on families, we know who have moved to the area. | Knowing the place, we live how can we make an impact to somewhere we know. How can we make a difference to the area we live? | We have areas of beauty in Spalding some children will not have had the opportunity to explore. How can we encourage the future generation to make a difference in our local area. | It has been 10 years since the annual Flower Parade stopped. This year marks its return. Y6 will not have seen this in their lifetime. Why was it important before? How could it be important for our town today? |
| **Term 3** |  |  |  |  |  |  |  |
| **Term 4**  **Physical and Human Features** | Field work – local  Map skills  People, Culture and Communities.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.   * Recognise some environments that are different from the one in which they live. * Draw information from a simple map.   **The Natural World**  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;   * Recognise some similarities and differences between life in this country and life in other countries.   **environment, natural, country, map** | **Where do we live and what is it like?**   * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   Fieldwork: Local area, making their own Aeriel photos of school, school, Maps, globes  Dashboard: Weather Patterns  **country, capital city, sea, aerial, globe** | **How can we use maps, atlases and globes to understand the world?**   * name and locate the world’s seven continents and five oceans.   **continent, ocean, atlas, key, poles, global** | **How do Mountains and Volcanoes form?**  **Human and physical geography**   * describe and understand key aspects of:   **Physical geography,** including: mountains and volcanoes  **mountains, mountain ranges, volcano, plates** | **What makes a good seaside?**  **Human and physical geography**   * describe and understand key aspects of:   **physical geography**, **including:** coasts  **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   * Skegness and Anderby Creek   **Fieldwork:** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies.  **settlement, coast, beach, coastline, landform,** | **What makes Europe wonderful?**  **Locational knowledge**   * locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Eastern Europe   **Human and physical geography**   * describe and understand key aspects of:   physical geography, including: rivers, mountains, volcanoes and earthquakes.  **topographical, climate population, industry, settlement, tourism, transportation** | **How can we determine the location of any place on Earth?**  **Locational knowledge**   * 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 (including day and night)   **Human and physical geography**   * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,   **Region, latitude, longitude, Equator, Artic and Antarctic circle hemisphere, tropic, time zone** |
| **Why this?**  **Why now?** | Building on their knowledge of what they have learnt so far, FS2 children will now explore the natural world using similarities and differences to compare life in their country to life in other countries. | Building on their knowledge from Term 2 about where I live, Y1 children will explore this further looking at where they live within the four countries of the UK. | Building on their knowledge from Year 1 and the UK, the children in Year 2 will now be exploring the world. To widen their knowledge and understanding of the world and develop their geographical skills through the use of maps, atlases and globes. Pupils will learn about the continents and oceans, the hot and cold areas of the world and the differences between human and physical features, locate the poles and equator and begin to understand global connections. | Children will learn the main features of mountains and understand how they are formed. They will also learn about volcanoes and where and why they occur, with a focus on Mount Vesuvius in Italy. Building on their work in History on the Romans. | Year 4 will build further on their understanding of how we can improve the view from our window, through looking at what makes a good seaside. Some children will have never visited a seaside resort. They will explore two seaside resorts, looking at the differences and similarities. They will further extend their knowledge of human and physical geography looking at settlements, land use, economy, trade links and the distribution and use of natural resources to provide energy – Wind Farms. | Year 5 will now use their skills, knowledge and understanding from their work on making a difference in our local area to explore what makes Europe wonderful. |  |
| **Term 6** |  |  |  |  |  |  |  |
| Changes in Environment |  | **How does the UK change each season?**  **Human and physical geography**   * identify seasonal and daily weather patterns in the United Kingdom * use basic geographical vocabulary to refer to:   key physical features, including: season and weather | **Where else could you live and what would it be like?**  A spotlight on India   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country   -India | **Why are rivers important for survival? How are they used?**  **Human and physical geography**   * describe and understand key aspects of:   **physical geography**, **including:** rivers, and the water cycle  **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  **Fieldwork:** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies.  Settlement, Oceans  **River, water cycle, economy, trade, natural resource, distribution, energy, survival** | **Why are the oceans so essential to our survival?** | **How can our understanding climate zones and biomes help us understand the world around us?**  **Human and physical geography**   * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, | **Would you like to live near the equator?**  **Locational knowledge**   * locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |
| **Why this?**  **Why now?** |  |  | Building on their knowledge from Term 2, Y2 children will explore the seven continents of the world. They will explore what it would be like to live elsewhere, in a contrasting non-European country. | Having focused on the River Welland being a form of trade in Term 2, Y3 children will now explore rivers further, including their importance and how they are used. A River by Marc Martin should be used as a starting point. |  |  | Year 6 will build on their knowledge and understanding of using maps and grid references from Term 2 to look at countries near the equator. Looking at the human and physical characteristics, they will carry out work to help them answer the question – would you like to live near the equator? |

**National curriculum in England**

**Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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 pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
* are competent in the geographical skills needed to:
* collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

**Locational knowledge**

* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

* 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
* 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
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

**Locational knowledge**

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* 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 (including day and night)

**Place knowledge**

* 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

**Human and physical geography**

* describe and understand key aspects of:
  + physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  + 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

**Geographical skills and fieldwork**

* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* 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
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and

graphs, and digital technologies.

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| **The progression grid outlines the specific skills and knowledge which pupils are expected to learn in each phase, along with specific vocabulary to support this understanding.** | | | |
| **Investigating Places** | | | |
| **At EYFS:** | **At Key Stage 1:**   * Ask and answer geographical questions * Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area * Use world maps, atlases and globes to identify the United Kingdom and its countries * Use world maps, atlases and globes to identify countries, continents and oceans studied * Use simple fieldwork and observational skills to study the geography of the school * Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment of the school * Name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas * Name and locate the world's continents and oceans | **At Lower Key Stage 2:**   * Ask and answer geographical questions about the physical and human characteristics of a location * Explain own views about locations, giving reasons * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features * Use fieldwork to observe and record the human and physical features in the local areas using a range of methods including sketch maps, plans and graphs * Use a range of resources to identify the key physical and human features of a location * Name and locate counties and cities of UK * Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, and topographical features and understand how aspects have changed over time * Name and locate the countries of Europe and identify their main physical and human characteristics | **At Upper Key Stage 2:**   * Collect and analyse statistics and other information in order to draw clear conclusions about locations * Identify and describe how the physical features affect the human activity within a location * Use a range of geographical resources to give detailed descriptions of characteristic features of a location * Use different fieldwork sampling (random /systematic) to observe, measure and record human and physical features in local area recording results in a variety of ways * Analyse and give views on the effectiveness of different geographical representations of a location * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, topographical features and land-use patterns, and understand how these aspects have changed over time * Name and locate the countries of N and S America and identify main physical and human characteristics |
| **Investigating Patterns** | | | |
| **At EYFS:** | **At Key Stage 1:**   * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom * Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country * Identify seasonal and daily weather patterns in the United Kingdom * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole * Identify land use around the school | **At Lower Key Stage 2:**   * Name and locate the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones * Describe some of the characteristics of these geographical areas * Describe geographical similarities and differences between countries * Describe how the locality of the school has changed over time | **At Upper Key Stage 2:**   * Identify and describe the geographical significance of latitude, longitude, Equator, N and S Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and time zones (including day and night) * Understand some of the reasons for geographical similarities and differences between countries * Describe how locations around the world are changing and explain some of the reasons for change * Describe geographical diversity across the world * Describe how countries and geographical regions are interconnected and interdependent |
| **Communicating Geographically** | | | |
| **At EYFS:** | **At Key Stage 1:**   * Use basic geographical language to refer to key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather * Use basic geographical vocabulary to refer to key human features including city, town , village, factory, farm, house, office and shops * Use compass directions and locational language to describe the location of features and routes on a map * Devise a simple map and use and construct basic symbols in a key * Use simple grid references | **At Lower Key Stage 2:**   * Describe and understand key aspects of physical geography including rivers, mountains, volcanoes and earthquakes and the water cycle. * Describe key aspects of human geography including settlements and land use * Use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge 6of the United Kingdom and the wider world | **At Upper Key Stage 2:**   * Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle * Describe and understand key aspects of human geography including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies * Use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world * Create maps of locations identifying patterns (such as land use, climate zones, population densities, land height) |
|  | **Weather, Atlas, Map, Human, Physical** | **Climate, Fieldwork, Hemisphere, Land use** | **Urban, Rural, Sustainable, Renewable, Hemisphere, Biome, Tropic of Cancer, Tropic of Capricorn** |

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| **Geography – Milestone 1 (KS1)** | | | | |
| **Learning  Objective** | **Success Criteria** | **Basic (Y1)** | **Advancing (Y1/2)** | **Deep (Y2)** |
| **To investigate places** | **Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).** | With the support of a teacher, some geographical questions are asked and answered. | Generally, some pertinent geographical questions are asked and answered. | A good range of pertinent geographical questions are asked and answered. |
| **Identify the features of a location in order to say whether it is a city, town, village, coastal or rural area.** | Guided by a teacher, the key features of a location are identified and described. | There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. | There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. |
| **Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.** | With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world. | There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world. | There is a good knowledge of the countries of the United Kingdom and the continents, countries and oceans and a rapidly growing knowledge of other countries around the world. |
| **Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.** | With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described. | A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary. | Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary. |
| **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.** | With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics are described. | The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. | The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons. |
| **Name and locate the world’s continents and oceans.** | With the support of a teacher, the world’s continents and oceans are named. | The world’s continents and oceans are named accurately and there is some application of this knowledge in describing places. | The world’s continents and oceans are named accurately and well-reasoned descriptions of places in relation to them are provided. |
| **To investigate patterns** | **Understand geographical similarities and differences through studying the human and physical geography of a small area for the United Kingdom and of a contrasting non-European country.** | With the support of a teacher, locations are compered and contrasted with the use of some geographical vocabulary. | Some good comparison, using geographical vocabulary, are applied to contrasting locations. | Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features. |
| **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.** | With the support of a teacher, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles. | Seasonal and daily weather patterns are generally observed and described in some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. | Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well-developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. |
| **Identify land use around the school.** | With the support of a teacher, patterns of land use near school are investigated. | Patterns of land use are investigated and described using geographical language. | Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary. |
| **To communicate geographically** | **Use basic geographical vocabulary to refer to:**   * **Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.** * **Key human features, including: city, town, village, factory, farm, house, office and shop.** | With the support of a teacher, some basic geographical features are identified and used to describe a place. | A growing repertoire of geographical vocabulary is selected to describe places. | A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places. |
| **Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.** | With support from a teacher, compass directions and locational language are used to describe places. | Generally, compass directions are used accurately and locational language used appropriately to describe places. | Compass directions and locational language are used fluently and accurately to describe places with judicious detail. |
| **Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1...)** | With the support of a teacher, simple maps, keys and grid references are used. | Simple maps that include keys and simple grid references are created in a number of contexts. | Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned. |

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| **Geography – Milestone 2 (LKS2)** | | | | |
| **Learning  Objective** | **Success Criteria** | **Basic (Y3)** | **Advancing (Y3/4)** | **Deep (Y4)** |
| **To investigate places** | **Ask and answer geographical questions about the physical and human characteristics of a location.** | There are some good examples of geographical questions about the characteristics of a location. | A developing range of geographical questions are asked and answered accurately. | Some very pertinent questions that uncover the nature of a location are asked and answered. |
| **Explain own views about locations, giving reasons.** | When prompted, views about a location are generated with some use of geographical vocabulary to explain them. | Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations. | Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations. |
| **Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.** | Some fieldwork techniques are applied when investigating the local area. | A growing range of fieldwork techniques are chosen and applied when investigating the local area. | Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations. |
| **Use a range of resources to identify the key physical and human features of a location.** | There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics. | Resources are chosen in order to investigate and describe the characteristics of places. | Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features. |
| **Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.** | With some support from a teacher, knowledge of the countries and cities of the United Kingdom is revised and built upon, and some key features of its regions explored. | The names of the countries and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary. | Fluent recall of the countries and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary. |
| **To investigate places** | **Name and locate the countries of Europe and identify their main physical and human characteristics.** | With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified. | A growing number of European countries are known and their characteristic features identified using geographical vocabulary. | A large number of European countries are known and criteria are created to show similarities and differences between their characteristics. |
| **To investigate patterns** | **Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/time zones. Describe some of the characteristics of these geographical areas.** | There is some awareness of the terms that can be used to describe geographical patterns. | There is a good level of application of a growing range of terminology to describe geographical patterns. | There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns. |
| **Describe geographical similarities and differences between countries.** | With support from a teacher, similarities and differences between countries are identified. | Criteria are chosen from a list to help describe the similarities and differences between countries. | Well-reasoned criteria are created to describe the similarities and differences between countries. |
| **Describe how the locality of the school has changed over time.** | With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language. | Geographical language is selected to describe changes to the locality of the school over time. | Careful vocabulary choice and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time. |
| **To communicate geographically** | **Describe key aspects of:**   * **Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.** * **Human geography, including: settlements and land use.** | With guidance from a teacher, some terminology is used to describe locations geographically. | When reminded of the range of known geographical vocabulary, description include a good level of detail. | An in-depth understanding of geographical terms is weel chosen to provide accurate and concise descriptions. |
| **Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.** | With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom. | When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used. | A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world. |

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| **Geography – Milestone 3 (UKS2)** | | | | |
| **Learning  Objective** | **Success Criteria** | **Basic (Y5)** | **Advancing (Y5/6)** | **Deep (Y6)** |
| **To investigate places** | **Collect and analyse statistics and other information in order to draw clear conclusions about locations.** | With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. | A growing range of statistical and other information is selected and used to draw some conclusions about locations. | A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location. |
| **Identify and describe how the physical features affect the human activity within a location.** | There is some awareness that physical features of a location affect human activity and some examples are given. | There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given. | A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity. |
| **Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.** | With support from a teacher, a range of geographical resources are used to give some details and opinions of a characteristic features of a location. | Detailed descriptions and opinions of places justified by using a growing range of geographical resources. | Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources. |
| **Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.** | With guidance from a teacher, different types of fieldwork are used to investigate and record details of places. | Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. | Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways. |
| **Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).** | There are some good observations about the different representations of a location. | A number of interesting and pertinent observations about various representations of locations are developed and explored. | Some very insightful and well-thought out opinions of different representations of a place are presented and explored. |
| **Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.** | Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time. | There is a good awareness of a wide variety of places and features of the world and how some features have changed over time. | There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time. |
| **Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.** | There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described. | There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location. | There is a good awareness of the countries of North and South America and a deep understanding of a particular location. |
| **To investigate patterns** | **Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and the time zones (including day and night).** | With some support, the geographical significance of some geographical features and zones are described. | There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones. | There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones. |
| **Understand some of the reasons for geographical similarities and difference between countries.** | With support, some reasons for geographical similarities and differences between countries are explored. | There is a growing understanding of some of the similarities and differences with some good examples provided. | There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well. |
| **Describe how locations around the world are changing and explain some of the reasons for change.** | With support, changes within locations are described. | There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes. | There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained. |
| **Describe geographical diversity across the world.** | There is some awareness of geographical diversity and some good examples are given. | There is a growing understanding of the range of geographical diversities that exist and some good examples are given. | Many types of diversity are understood and some are explained with a high degree of pertinent geographical description. |
| **Describe how countries and geographical regions are interconnected and interdependent.** | There is some awareness of how geographical regions are linked and some examples are given. | There is a growing understanding of various links between geographical regions which are described well. | A wide range of links between geographical regions are understood and described with a high level of accurate detail. |
| **To communicate geographically** | **Describe and understand key aspects of:**   * **Physical geography, including: climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.** * **Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.** | There is some awareness of the key physical and human geographical zones with some examples given. | There is a growing understanding of some of the key physical and human geographical zones with some good examples given. | There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some. |
| **Use the eight points of a compass, four-figure grid references, symbols and a key (that use uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.** | With support from a teacher, position and direction are describes using a number of terms to demonstrate knowledge of the world. | With increasing independence and application of terminology, knowledge of the world is described well. | Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of location and patterns. |
| **Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).** | With guidance, maps that identify pattern are created. | Through investigation, patterns are identified and depicted on maps. | Through thorough investigation, a wide variety of patterns are investigated and depicted on maps. |