



|           |                              | Progression of <b>Knowledge and Skills</b> - Geography  |  |   |  |   |  |        |
|-----------|------------------------------|---|--|---|--|---|--|--------|
|           |                              | Reception   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6 |
| Humankind | Human features and landmarks | I know human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.<br><b>YrR/1</b> | I know human features are manmade and include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop.<br><b>YrR/1 and Yr1/2</b>                             | I know human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads.<br><b>Yr1/2</b> | Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.<br><b>Yr3</b> | I know human features can be interconnected by function, type and transport links.<br><b>Yr4/5</b>  |  |        |
|           |                              | I can name and talk about man-made features in the local environment, including shops, houses, streets and parks.<br><b>YrR/1</b>       | I can use basic geographical vocabulary to identify and describe physical features<br><b>Yr1/2</b><br><br>I can name and describe the purpose of human features and landmarks.<br><b>Yr1/2</b> | I can use geographical vocabulary to describe how and why people use a range of human features.<br><b>Yr1/2</b>   | I can classify, compare and contrast different types of geographical feature.<br><b>Yr3</b>  | I can describe a range of human features and their location and explain how they are interconnected.<br><b>Yr4/5</b>  |  |        |
|           | Settlements and land use     |   | I know a settlement is a place where people live and work and can be big or small, depending on how many people live there.<br><b>Yr1/2</b>  | I know industries are businesses that make things, sell things and help people live their everyday lives.<br><b>Yr2</b>                                     | I know different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.<br><b>Yr3</b>                              | I know land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.<br><b>Yr4/5</b> | I know agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral).<br><b>Yr5/6</b><br><br>I know an allotment is a small piece of land used to grow fruit, vegetables and flowers.<br><b>Yr5/6</b> |        |
|           |                              | I can describe a contrasting environment to my own  | I can identify the features of towns and cities (settlements) include homes, shops, roads and offices.<br><b>Yr1/2</b>   | I can describe the size, location and function of a local industry.<br><b>Yr2</b>   | I can describe the type and characteristics of settlement or land use in an area or region<br><b>Yr3</b>   | I can explain ways that settlements, land use or water systems are used in the UK and other parts of the world<br><b>Yr4/5</b>                                | I can describe in detail the different types of agricultural land use in the UK.<br><b>Yr5/6</b>   |        |

|           |                     | Reception  | Year 1   | Year 2  | Year 3   | Year 4 | Year 5   | Year 6   |
|-----------|---------------------|--|--|---|--|--------|--|--|
| Processes | Climate and weather |  | <p>I know there are four seasons in the UK: spring, summer, autumn and winter.<br/><b>Yr1</b></p> <p>I know each season has typical weather patterns.<br/><b>Yr1</b></p> <p>I know in the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer.<br/><b>Yr1</b></p> <p>Symbols are used to show different types of weather.<br/><b>Yr1</b></p> | <p>I know hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places.<br/><b>Yr2</b></p>   |  |        | <p>I know changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.<br/><b>Yr5/6</b></p> <p>I know farmers living in different countries adapt their farming practices to suit their local climate and landscape.<br/><b>Yr5/6</b></p> | <p>I know how climate and extreme weather affect how people and animals live.<br/><b>Yr6</b></p>                         |
|           |                     | I can record observations about the way the local environment changes throughout each season | <p>I can talk about changes across the four seasons.<br/><b>Yr1</b></p> <p>I can identify patterns in daily and seasonal weather.<br/><b>Yr1</b></p> <p>I can read and use symbols that show different types of weather.<br/><b>Yr1</b></p>  | <p>I can locate hot, cold and temperate places on a world temperature map.<br/><b>Yr2</b></p>   |  |        | <p>I can explain how the climate affects land use.<br/><b>Yr5/6</b></p>  | <p>I can evaluate the extent to which climate and extreme weather affect how people and animals live.<br/><b>Yr6</b></p> |
|           |                     |  | <p>I know weather is a physical process.<br/><b>Yr1</b></p>  | <p>I know erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil.<br/><b>Yr2</b></p> <p>I know erosion is caused by wind and water, including waves, floods, rivers and rainfall.<br/><b>Yr2</b></p> | <p>I know volcanic eruptions happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other.<br/><b>Yr3</b></p> |        | <p>I know soil fertility, drainage and climate influence the placement and success of agricultural land.<br/><b>Yr5/6</b></p>  |  |
|           | Physical processes  | I can describe how different types of weather affect the local environment                   | <p>I can describe how different types of weather affect the local environment e.g animals and plants.<br/><b>Yr1</b></p>   | <p>I can describe the effects of erosion.<br/><b>Yr2</b></p>  | <p>I can explain the physical processes that cause volcanic eruptions.<br/><b>Yr3</b></p>  |        | <p>I can describe how soil fertility, drainage and climate affect agricultural land use.<br/><b>Yr5/6</b></p>  |  |

|               |                        | Reception  | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|---------------|------------------------|--|--|--|--|---|---|---|
| Investigation | Geographical resources | I know maps and photographs can be used to show key features of the local environment.                   | I know an aerial photograph shows an area of land from above.<br><b>Yr1/2</b>  | I know an aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).<br><b>Yr1/2</b>                           |  | I know that maps, atlases, globes and digital/computer mapping can be used to locate countries and describe features studied.<br><b>Yr4/5</b><br><br>I know an atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.<br><b>Yr4/5</b> | I know aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.<br><b>Yr5/6</b> | I know satellite images are photographs of Earth taken by imaging satellites.<br><b>Yr6</b>   |
|               |                        | I can use photographs and maps to identify and describe human and physical features from their locality. | I can identify features and landmarks on an aerial photograph.<br><b>Yr1/2</b>   | I can study aerial photographs to describe the features and characteristics of an area of land.<br><b>Yr1/2</b>  | I can analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied | I can study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.<br><b>Yr4/5</b>   | I can analyse and compare a place, or places, using aerial photographs. atlases and maps<br><b>Yr5/6</b>  | I can use satellite imaging and maps of different scales to find out geographical information about a place<br><b>Yr6</b>                                   |
|               |                        |  |  | I know data can be recorded in different ways, including tables, charts and pictograms.<br><b>Yr1/2 and recap Yr2</b>  |  | I know secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. <i>(Christopher Columbus study)</i><br><b>Yr4/5</b>   | I know geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.<br><b>Yr5/6</b>  | I know data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors.<br><b>Yr6</b>                         |
|               | Data analysis          | I can begin to collect simple geographical data during fieldwork activities                              |  | I can collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).<br><b>Yr1/2 and recap Yr2</b> |  | I can collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.<br><b>Yr4/5</b>   | I can summarise geographical data to draw conclusions<br><b>Yr5/6</b>   | I can analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.<br><b>Yr6</b>                  |
|               |                        |  | I know fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements, and collect samples.<br><b>Yr1/2</b> | I know fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.<br><b>Yr1/2</b>        |  |   | I know a geographical enquiry can help us to understand the physical geography.<br><b>Yr5/6</b>   | I know representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.<br><b>Yr6</b> |
|               | Fieldwork              | I can take photographs, draw simple picture maps and collect simple data during fieldwork activities     | I can carry out fieldwork tasks to identify characteristics of the school grounds or locality (Apley Wood)<br><b>Yr1/2</b>                               | I can ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.<br><b>Yr1/2</b>                                      |  |   | I can construct or carry out a geographical enquiry by gathering and analysing a range of sources<br><b>Yr5/6</b>   | I can ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques<br><b>Yr6</b>                                 |

|             | Reception         | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|-------------|-------------------|---|--|---|--|--|---|
| Nature      | Physical features | I know large physical features include rivers, mountains, oceans and the coastline.   | I know physical features are naturally-created features of the Earth.  | I know a physical feature is one that forms naturally and can change over time due to weather and other forces.<br><b>Yr2</b> | I know a volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.<br><b>Yr3</b><br><br>I know the Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates.<br><b>Yr3</b><br><br>I know tectonic plates move very slowly across the mantle.<br><b>Yr3</b> | I know biomes are large areas that share similar climates, vegetation belts and animal species.<br><b>Yr5/6</b>  | I know Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country.<br><b>Yr6</b>   |
|             |                   | I can name some common physical features in the locality and beyond   | I can describe the size, location and position of physical features.<br><b>Yr2</b>                           | I can describe the parts of a volcano or earthquake<br><b>Yr3</b>   |  | I can identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use<br><b>Yr5/6</b>  | I can compare and describe physical features of polar landscapes.<br><b>Yr6</b>   |
|             |                   |   |  |   |  |  |   |
| Environment |                   | I know litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. | I know litter and pollution have a harmful effect on the areas where we live, work and play.<br><b>YrR/1</b> | I know the local environment can be improved by picking up litter, planting flowers and improving facilities.<br><b>Yr1/2</b> | I know the Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.<br><b>Yr3/4</b>   | I know climate zones have the same average weather conditions, such as temperature, rainfall and seasons. I know the climate determines the vegetation, or plants, of an area.<br><b>Yr5/6</b><br><br>I know vegetation belts are areas where certain species of plant grow.<br><b>Yr5/6</b> | I know climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming.<br><b>Yr6</b> |
|             |                   |   |  |   |  |  |   |

|                 |                | Reception  | Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|-----------------|----------------|--|--|---|--|---|---|--|
|                 |                | I can describe ways to look after the immediate environment<br><b>Yr1/2</b>                          | I can describe how pollution and litter affect the environment.<br><b>YrR/1</b>  | I can describe ways to improve the local environment.<br><b>Yr1/2</b>   | I can identify the five major climate zones on Earth<br><b>Yr3/4</b>   |   | I can name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.<br><b>Yr 5/6</b>   | I can explain how climate change affects climate zones and biomes across the world<br><b>Yr6</b>   |
|                 | Sustainability | I know that litter and plastic waste cause harm to animals around the world.<br><b>Yr1/2</b>         | I know natural environments can be affected by the actions of humans and humans can protect the environment.<br><b>Yr1/2</b> | I know conservation is the protection of living things and the environment from damage caused by human activity.<br><b>Yr2</b>  | I know a person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.<br><b>Yr3</b><br><br>I know climate change is a change in the typical weather for a region.<br><b>Yr3/4</b> | I know renewable energy saves natural resources and includes solar power, wind power, hydropower, geothermal energy and bioenergy.<br><b>Yr 4/5</b> | I know industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.<br><b>Yr 5/6</b> | I know natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.<br><b>Yr6</b> |
|                 |                | I can describe ways we can help to protect animals around the world.<br><b>Yr1/2</b>                 | I can describe ways to protect natural environments.<br><b>Yr1/2</b>   | I can describe how human behaviour can be beneficial to local and global environments, now and in the longer term.<br><b>Yr2</b>  | I can describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.<br><b>Yr3</b><br><br>I can identify and explain the impact of climate change on the Earth.<br><b>Yr3/4</b>  | I can describe how natural resources can be harnessed to create sustainable energy.<br><b>Yr4/5</b>   | I can identify and explain ways that people can improve the production of products without compromising the needs of future generations.<br><b>Yr 5/6</b>   | I can explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth<br><b>Yr6</b>   |
| Place and space | World          | I know globes and maps can show us the location of different places around the world<br><b>YrR/1</b> |  | I know the sea is a large body of salty water and the UK is bordered by four seas.<br><b>Yr1/2 and Recap Yr2</b><br><br>I know the world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.<br><b>Yr2</b> | I know Europe is a continent in the Northern Hemisphere. It has over 50 countries<br><b>Yr3/4 and Recap Yr4/5</b>  | I know the North American continent includes the countries of the USA.<br><b>Yr4/5</b>  |   |  |

|          | Reception   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|----------|---|--|---|--|---|--|--|
|          | I can begin to notice and talk about the different places around the world, including oceans and seas |  | <p>I can name and locate seas surrounding the UK.<br/><b>Yr1/2 and Recap Yr2</b></p> <p>I can name and locate well the five oceans and seven continents around the world on a world map or globe<br/><b>Yr2</b></p> | I can locate countries and major cities in Europe on a world map<br><b>Yr3/4 and Recap Yr4/5</b>   | I can locate the countries and major cities of North, Central and South America on a world map, atlas or globe.<br><b>Yr4/5</b>                     | I can name, locate and describe major world cities   | I can explain interconnections between two or more areas of the world<br><b>Yr6</b>  |
| UK       |   | <p>I know the United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales.<br/><b>Yr1/2</b></p> <p>I know a capital city is a city that is home to the government and ruler of a country.<br/><b>Yr1/2</b></p>   |   | <p>I know counties have distinct characteristics according to their size, population, industries, location and physical and human features.<br/><b>Yr3 and Recap Yr3/4</b></p> <p>I know Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.<br/><b>Yr3</b></p> |   | I know relative location is where something is found in comparison with other features.  | I know a geographical pattern is the arrangement of objects on the Earth’s surface in relation to one another.<br><b>Yr6</b>   |
|          | I can identify the United Kingdom on a world map or globe   | <p>I can name and locate the four countries of the UK on a map, atlas and globe.<br/><b>Yr1/2</b></p> <p>I can name and locate the four capital cities of the United Kingdom on a map.<br/><b>Yr1/2</b></p>  | I can identify characteristics of the four countries and capital cities of the UK ( <i>revision from Yr1</i> ) and its surrounding seas. ( <i>new learning</i> )  | <p>I can name, locate and describe some major counties in the UK<br/><b>Yr3and Recap Yr3/4</b></p> <p>I can name, locate and describe some cities in the UK<br/><b>Yr3</b></p>   |   | I can describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features<br><b>Yr5/6</b>   | I can describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world<br><b>Yr6</b>  |
| Location |   | <p>I know a continent is a large area of land.<br/><b>Yr1/2</b></p> <p>I know warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts.<br/><b>Yr1/2</b></p> | <p>I know the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.<br/><b>Yr2</b></p>  | <p>I know latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.<br/><b>Yr3/4</b></p>  | <p>I know the Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.<br/><b>Yr 4/5</b></p> | <p>I know the Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.<br/><b>Yr 5/6</b></p> | <p>I know the Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.<br/><b>Yr6</b></p> |



|          | Reception  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|----------|--|--|--|---|---|---|--|
|          | I can describe how the weather, plants and animals of one place is different to another using simple geographical terms  | <p>I can name and locate the world's seven continents of the world.<br/><b>Yr1/2</b></p> <p>I can locate hot and cold areas of the world in relation to the equator and can identify the similarities and differences between two place (Hot and Cold).<br/><b>Yr1/2</b></p> | I can locate the equator and the North and South Poles on a world map or globe.<br><b>Yr2</b>  | I can locate significant places using latitude and longitude.<br><b>Yr3/4</b>   | I can identify the location of the Tropics of Cancer and Capricorn on a world map.<br><b>Yr 4/5</b>   | I can identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night)<br><b>Yr 5/6</b> | I can identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles.<br><b>Yr6</b>   |
|          | I know positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath | I know positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.<br><b>Yr1/2</b>   | <p>I know positional language includes behind, next to and in front of, left, right, North, East, South and West.<br/><b>Yr1/2</b></p> <p>I know the four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.<br/><b>Yr2</b></p> | I know the eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.<br><b>Yr3/4</b> |   | I know scale is the relationship between the size of an object on a map and its size in real life.<br><b>Yr 5/6</b>   | I know distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.<br><b>Yr6</b>   |
| Position | I can use simple positional language to describe where things are in relation to each other and give directions  | I can use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other<br><b>Yr1/2</b>  | <p>I can use simple directional and positional language to give directions and describe the locations of features.<br/><b>Yr1/2</b></p> <p>I can use simple compass directions to describe the location of features or a route on a map.<br/><b>Yr2</b></p>  | I can use the eight points of a compass to locate a geographical feature or place on a map<br><b>Yr3/4</b>                            | I can use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map<br><b>Yr 4/5</b> | I can use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy<br><b>Yr5/6</b>                          | <p>I can use satellite imaging and maps of different scales to find out geographical information about a place.<br/><b>Yr6</b></p> <p>I can use lines of longitude and latitude or grid references to find the position of different geographical areas and features.<br/><b>Yr6</b></p> |

|      | Reception  | Year 1   | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|------|--|--|---|--|--|--|---|
| Maps | <p>I know a map is a picture or drawing of an area of land or sea.</p> <p><b>YrR/1</b></p>                                   | <p>I know a map is a picture or drawing of an area of land or sea that can show human and physical features. A map has symbols to show where things are located.</p> <p><b>YrR/1</b></p> | <p>I know a map is a picture or drawing of an area of land or sea that can show human and physical features.</p> <p><b>Yr2</b></p> <p>I know maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p><b>Yr2</b></p> | <p>I know a four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <p><b>Yr3</b></p> | <p>I know a six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.</p> <p><b>Yr 4/5</b></p> | <p>I know the geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height.</p> <p><b>Yr5/6</b></p> | <p>I know a grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features.</p> <p><b>Yr6</b></p> <p>I know a geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p><b>Yr6</b></p> |
|      | <p>I can make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p><b>YrR/1</b></p> | <p>I can draw or read a simple picture map</p> <p><b>YrR/1</b></p>   | <p>I can draw or read a range of simple maps that use symbols and a key</p> <p><b>Yr2</b></p>   | <p>I can use four-figure grid references to describe the location of objects and places on a simple map.</p> <p><b>Yr3</b></p>   |  |  | <p>I can use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p><b>Yr6</b></p> <p>I can use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p><b>Yr6</b></p>   |



|              |                      | Reception  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
|--------------|----------------------|--|--|--|--|--|---|--|
| Comparison   | Compare and contrast | I know places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.                       | I know places can be compared by size, amenities, transport, location, weather and climate.<br><b>Yr1/2</b>  | I know a non-European country is a country outside the continent of Europe.<br><b>Yr2</b>  | I know the processes that give rise to key physical and human geographical features of the world.<br><b>Yr3</b>        | I know the position and significance of the Tropics of Cancer and Capricorn impacts weather and climate.<br><b>Yr4/5</b> | I know the seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.<br><b>Yr5/6</b>                                   | I know climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.<br><b>Yr6</b><br><br>I know climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather.<br><b>Yr6</b> |
|              |                      | I can describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. | I can identify the similarities and differences between two places.<br><b>Yr1/2</b>  | I can describe and compare the similarities and differences (human and physical) between an area of the UK and <i>Somalia (a non-European country)</i> .<br><b>Yr2</b>   | I can classify, compare and contrast different types of geographical feature. (Earthquake and Volcanoes)<br><b>Yr3</b> | I can compare analyse the climate of the tropics with the UK climate.<br><b>Yr4/5</b>                                    |   | I can evaluate the extent to which climate and extreme weather affect how people live.<br><b>Yr6</b><br><br>I can explain how climate change affects climate zones and biomes across the world.<br><b>Yr6</b>  |
| Significance | Significant places   | I know place can be important because of its location, use buildings or landscape.   | I know a place can be important because of its location, buildings, landscape, community, culture and history.<br><b>Yr1/2</b><br><br>I know some buildings are important because they tell us something about the past.<br><b>Yr1/2</b> | I know a significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location.<br><b>Yr2</b> | I know significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.<br><b>Yr3</b> | I know significant mountain ranges and significant rivers.<br><b>Yr4/5</b>   | I know farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.<br><b>Yr5/6</b> |  |
|              |                      |  |  |  |  |  |   |  |

|        |                     | Reception   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6 |
|--------|---------------------|---|---|--|---|---|---|--------|
| Change | Geographical change | I can discuss and describe places that are important to me. | I can name important buildings and places and explain their importance<br>Yr1/2 | I can name, locate and explain the significance of a place.<br>Yr2   | I can name and locate significant volcanoes and plate boundaries and explain why they are important.<br>Yr3   | I can name, locate and explain the importance of significant mountains or rivers<br>Yr3/4 | I can identify some of the problems of farming in a developing country and report on ways in which these can be supported.<br>Yr5/6 |        |
|        |                     |   |   | I know an environment or place can change over time due to a geographical process, such as erosion.<br>Yr2 | I know significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.<br>Yr3<br><br>I know the crust of the Earth is divided into tectonic plates that move.<br>Yr3<br><br>I know plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.<br>Yr3 |   |   |        |