

Geography End of Year Expectations (Years 1-6)

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	<p>To understand where locations are on a map of the UK.</p> <p>To name the four countries in the UK and identify them on a map.</p>	<p>To compare and contrast the similarities and differences (human and physical geography) of a region in the UK with a similar region of a contrasting non-European country.</p> <p>To identify the Union Jack as the flag of the UK.</p>	<p>To understand weather and identify weather patterns.</p> <p>To explain how weather changes with the seasons.</p> <p>To identify key geographical features of a landscape using vocab such as (but not limited to): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, season weather.</p> <p>To identify key human features of a place using vocab such as (but not limited to): city, town, village, factory, farm, house, office, port, harbour, shop, motorway,</p>	<p>To use maps, atlases and globes to locate the UK and its countries.</p> <p>To use simple fieldwork and observational skills to study the geography of the local area.</p> <p>To recognise and identify simple points on a compass (N, S, E, W)</p> <p>To use locational and directional language (near, far, left, right) and to describe the location of features and routes on a map.</p>
Year 2	<p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>To name and locate the world's seven continents (North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica).</p> <p>To name and locate the five oceans of the world (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean).</p>	<p>To compare and contrast the similarities and differences (human and physical geography) of a small area in the UK with a similar small region of a contrasting non-European country.</p> <p>EXAMPLE - Hastings Beach and a Carribean beach</p> <p>To identify the main languages and flags of the United Kingdom and its countries.</p>	<p>To identify key geographical features of contrasting places using vocab such as (but not limited to): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, season weather.</p> <p>To identify key human features of contrasting places using vocab such as (but not limited to): city, town, village, factory, farm, house, office, port, harbour, shop, motorway,</p> <p>To identify hot and cold areas of the world in relation to the Equator and the North and South poles</p>	<p>To use maps, atlases and globes to locate the UK and its countries.</p> <p>To use simple fieldwork and observational skills to study the geography of the local area.</p> <p>To recognise and identify simple points on a compass (N, S, E, W)</p> <p>To use locational and directional language (near, far, left, right) and to describe the location of features and routes on a map.</p>

<p>Year 3</p>	<p>Review of KS1 outcomes</p> <ul style="list-style-type: none"> To locate seven continents and five oceans of the world (North America, South America, Europe, Asia, Oceania/Australasia, Antarctica. Atlantic, Pacific, Indian, Arctic, Southern) <p>To name and locate European countries.</p> <p>To name and locate the major capital cities of some European countries.</p> <p>To explain that the countries of Europe are in the Northern Hemisphere.</p>	<p>To compare and contrast the similarities and differences (human and physical geography) of a region in the UK with a similar region of a contrasting European country.</p> <p>To identify the main languages spoken in Europe.</p> <p>To identify the flags of major European countries.</p>	<p>To understand and describe key aspects of the physical geography of Europe.</p> <ul style="list-style-type: none"> Significant features: beaches , climate zones biomes and vegetation belts: Steppes (grasslands) of Russia, Alpine Tundra, temperate and alpine forests . mountains: Alps, Pyrenees rivers: e.g. Seine, Rhine, Rhone, Danube volcanoes and earthquakes. Volcanoes Vesuvius, Etna / Earthquakes-Southern Italy, Greece, Romania. the water cycle <p>To understand and describe key aspects of the human geography in Europe:</p> <ul style="list-style-type: none"> Significant features: famous landmarks in Europe, tourist attractions in Europe, famous monuments and stadiums (e.g. Colosseum, Eiffel Tower, Leaning Tower of Pisa, Cathedrals (e.g. Gaudi Cathedral in Barcelona), Brandenburg Gate, Ancient City Walls of Dubrovnik, Acropolis. Types of settlement and land use: cities, coastal towns, rural villages, forestry, agriculture, manufacturing plants. Economic activity including trade links: cars, electrical machines, 	<p>To use maps, atlases, globes and digital resources to locate countries and describe key features studied.</p> <p>To identify and use eight points of a compass. (N, NE, E, SE, S, SW, W, NW)</p> <p>To use symbols and key and four figure grid references when locating places on a map.</p> <p>To use the fieldwork skills of observation, measuring, and recording human and physical features in the local area.</p> <p>To present data acquired from fieldwork using a range of methods including sketch maps, plans, graphs and digital technologies.</p>
---------------	---	--	--	--

			<p>aircraft, tourism, Channel Tunnel, ports</p> <ul style="list-style-type: none"> ● Distribution of natural resources including energy, food, minerals and water: coal, iron, gas, wind and solar energy, ground water/ surface water. 	
Year 4	<p>Review of KS1 outcomes</p> <ul style="list-style-type: none"> ● To locate seven continents and five oceans of the world (North America, South America, Europe, Asia, Oceania/Australasia, Antarctica. Atlantic, Pacific, Indian, Arctic, Southern) <p>Review of Year 3</p> <ul style="list-style-type: none"> ● To name and locate European countries. <p>To name and locate the major countries and capital cities of North America.</p> <p>To identify North America's environmental regions.</p>	<p>To compare and contrast the similarities and differences (human and physical geography) of a region in the UK and a region of North America.</p> <p>To identify the main languages spoken in North America.</p> <p>To identify the flags of North American countries.</p>	<p>I can describe and understand key aspects of physical geography in North America:</p> <ul style="list-style-type: none"> ● Climate zones weather extremes (tornadoes, hurricanes) ● Biomes and Vegetation belts ● Rivers and waterfalls: Mississippi River, The Great Lakes, Niagara Falls, St. Lawrence River, Hudson River ● Mountains Rockies, Grand Canyon ● Volcanoes and earthquakes San Andreas Line in California ● The water cycle. <p>I can describe and understand key aspects of human geography in North America:</p> <ul style="list-style-type: none"> ● Significant features: famous landmarks in North America, tourist attractions in North America, famous monuments and stadiums (e.g. Hollywood, Golden Gate Bridge, Disneyworld, Space Kennedy Space Station, Statue of Liberty, Ground Zero, Mount Rushmore, CN Tower, Niagara Falls, Yellowstone National Park). ● Types of settlement and land use: cities, coastal towns, rural villages, forestry, agriculture, manufacturing plants, farming. 	<p>To use maps, atlases, globes and digital resources to locate countries and describe key features studied.</p> <p>To identify and use eight points of a compass. (N, NE, E, SE, S, SW, W, NW)</p> <p>To use symbols and key and four figure grid references when locating places on a map.</p> <p>To use the fieldwork skills of observation, measuring, and recording human and physical features in the local area.</p> <p>To present data acquired from fieldwork using a range of methods including sketch maps, plans, graphs and digital technologies.</p>

			<ul style="list-style-type: none"> ● Economic activity including trade links: cars, electrical machines, aircraft, space exploration, tourism, ports, oil, mining, forestry, timber industry, film making industry, fast food. ● Distribution of natural resources including energy, food, minerals and water: coal, iron, copper, gold, nickel, 	
Year 5	<p>Review of KS1 outcomes</p> <ul style="list-style-type: none"> ● To locate seven continents and five oceans of the world (North America, South America, Europe, Asia, Oceania/Australasia, Antarctica. Atlantic, Pacific, Indian, Arctic, Southern) <p>Review of Year 3</p> <ul style="list-style-type: none"> ● To name and locate European countries. <p>Review of Year 4</p> <ul style="list-style-type: none"> ● To name and locate the major countries and capital cities of North America. <p>To name and locate the major countries and capital cities of South America</p> <p>To identify South America's environmental regions.</p> <p>To identify and explain the position and significance of</p> <ul style="list-style-type: none"> ● Latitude ● Longitude ● Equator ● Northern Hemisphere ● Southern Hemisphere ● Tropic of Cancer ● Tropic of Capricorn ● Arctic Circle ● Antarctic Circle ● Greenwich Meridian 	<p>To compare and contrast the similarities and differences (human and physical geography) of a region in the UK and a region of South America.</p> <p>To identify the main languages spoken in South America.</p> <p>To identify the flags of South American countries.</p>	<p>I can describe and understand key aspects of physical geography in South America:</p> <ul style="list-style-type: none"> ● Climate zones tropical, subtropical, arid, wet Amazon Rainforest, desert, grassland ● Biomes and Vegetation belts Amazon Rainforest, Los Glaciares National Park ● Rivers and waterfalls Igazu Falls (Argentina); Angel Falls (Venezuela) ● Mountains The Andes ● Volcanoes and earthquakes Chile earthquakes, "Ring of Fire" earthquakes resulting in tsunamis ● The water cycle. <p>I can describe and understand key aspects of human geography in South America:</p> <ul style="list-style-type: none"> ● Significant features: famous landmarks in South America, tourist attractions in North America, famous monuments and stadiums (Machu Picchu, Igazu Falls, Angel Falls, Sacred Valley, Christ The Redeemer, Favelas) ● Types of settlement and land use: 	<p>To use maps, atlases, globes and digital resources to locate countries and describe key features studied.</p> <p>To identify and use eight points of a compass. (N, NE, E, SE, S, SW, W, NW)</p> <p>To use symbols and key and four figure grid references when locating places on a map.</p> <p>To use the fieldwork skills of observation, measuring, and recording human and physical features in the local area.</p> <p>To present data acquired from fieldwork using a range of methods including sketch maps, plans, graphs and digital technologies.</p>

	<ul style="list-style-type: none"> Time zones 		<p>cities, coastal towns, rural villages, forestry, agriculture, manufacturing plants, farming, soybean, palm oil</p> <ul style="list-style-type: none"> Economic activity including trade links: frozen meat, poultry, fish Distribution of natural resources including energy, food, minerals and water: iron, copper, oil and agriculture 	
Year 6	<p>Review of KS1 outcomes</p> <ul style="list-style-type: none"> To locate seven continents and five oceans of the world (North America, South America, Europe, Asia, Oceania/Australasia, Antarctica. Atlantic, Pacific, Indian, Arctic, Southern) <p>Review of Year 3</p> <ul style="list-style-type: none"> To name and locate European countries. <p>Review of Year 4</p> <ul style="list-style-type: none"> To name and locate the major countries and capital cities of North America. <p>Review of Year 5</p> <ul style="list-style-type: none"> To name and locate the major countries and capital cities of South America. <p>To name and locate geographical regions, and their identifying significant human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns</p> <p>To analyse and evaluate how the human and physical characteristics of an area have changed over time</p> <p>To name and locate the surrounding seas of the United Kingdom.(English</p>	<p>To compare and contrast the similarities and differences (human and physical geography) of two regions within the United Kingdom</p> <p>To explain the difference between the British Isles, Great Britain and the United Kingdom</p>	<p>I can describe and understand key aspects of physical geography in the United Kingdom:</p> <ul style="list-style-type: none"> Biomes and vegetation Belts: National parks-e.g. The Peak District, The Broads, Snowdonia, New Forest, Brecon Beacons, Trossachs. moorlands- e.g. Exmoor, Yorkshire Moors, The Scottish Highlands. Rivers: e.g. Severn, Thames, River Trent, River Shannon, River Tay, River Clyde Mountains: Snowdon, Ben Nevis, Scafell Pike, Brecon Beacons. Hills: The Sussex Downs, Cheviots, Pennines, Cheddar Gorge, White Cliffs of Dover The water cycle <p>I can describe and understand key aspects of human geography in the United Kingdom:</p> <ul style="list-style-type: none"> Significant features: famous landmarks in the United Kingdom tourist attractions in famous monuments and stadiums (Stone Henge, Hadrians Wall, Cheddar Gorge, Jurassic coast, Roman Baths, Houses of Parliament, Tower of London, Tower Bridge, Forth Bridge, 	<p>To use maps, atlases, globes and digital resources to locate countries and describe key features studied.</p> <p>To identify and use eight points of a compass. (N, NE, E, SE, S, SW, W, NW)</p> <p>To use symbols and key and four figure grid references when locating places on a map.</p> <p>To use the fieldwork skills of observation, measuring, and recording human and physical features in the local area.</p> <p>To present data acquired from fieldwork using a range of methods including sketch maps, plans, graphs and digital technologies.</p>

	Channel, North Sea, Irish Sea, Atlantic Ocean)		Sherwood Forest, Edinburgh Castle, Angel of the North, Blackpool Tower) <ul style="list-style-type: none">• Types of settlement and land use: cities, coastal seaside resorts, rural villages, forestry, agriculture, farming, commercial manufacturing.• Economic activity including trade links: Manufactured goods, fuels, food.• Distribution of natural resources including energy, food, minerals	
--	--	--	--	--