National curriculum: Progression of Geographical skills and Fieldwork (Teaching and learning objectives)

	Year 1 / 2	Year 3 / 4	Year 5 / 6
National Curriculum Objectives Geographical skills and fieldwork	Pupils should be taught to: • 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	Pupils should be taught to: • 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	

Progression of Skills in Geographical Skills and Fieldwork - Fieldwork

		Year 1 / 2	Year 3 / 4	Year 5 / 6
Geographical Skills and Fieldwork	Fieldwork	For instance: **Gather information** • Use basic observational skills • Carry out a small survey of the local area/school Draw simple features • Ask and respond to basic geographical questions • Ask a familiar person prepared questions • Use a pro-forma to collect data e.g. tally survey **Sketching** • Create plans and raw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features **Audio/Visual** • Recognise a photo or a video as a record of what has been seen or heard • Use a camera in the field to help to record what is seen	For instance: **Gather information** • Ask geographical questions • Use a simple database to present findings from fieldwork • Record findings from fieldtrips • Use a database to present findings • Use appropriate terminology **Sketching** • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction **Audio/Visual** • Select views to photograph • Add titles and labels giving date and location information • Consider how photo's provide useful evidence use a camera independently • Locate position of a photo on a map	For instance: **Gather information** • Select appropriate methods for data collection such as interviews, • Use a database to interrogate/amend information collected, • Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements **Sketching** • Evaluate their sketch against set criteria and improve it • Use sketches as evidence in an investigation. • Select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns **Audio/Visual** • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch • Use photographic evidence in their investigations Evaluate the usefulness of the images

Progression of Skills in Geographical Skills and Fieldwork - Mapping

		Year 1 / 2		Year 3 / 4		Year 5 / 6	
Geographical Skills and Fieldwork	Mapping skills	For instance: **Using maps** • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, smaller, like, dislike • Use directional language such as near and far, up and down, left and right, forwards and backwards **Map knowledge** • Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas **Making maps** • Draw basic maps, including appropriate symbols and pictures to represent places or features • Use photographs and maps to identify features	For instance: **Using maps** • Follow a route on a map • Use simple compass directions (North, South, East, West) • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **Map knowledge** • Locate and name on a world map and globe the seven continents and five oceans. • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles **Making maps** • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) • Use and construct basic symbols in a key	For instance: **Using maps** • Follow a route on a map with some accuracy • Locate places using a range of maps including OS & digital • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) • Use 4 figure compasses, and letter/number co-ordinates to identify features on a map **Map knowledge** • Locate the UK on a variety of different scale maps • Name & locate the counties and cities of the UK **Making maps** • Try to make a map of a short route experiences, with features in current order • Create a simple scale drawing • Use standard symbols, and understand the importance of a key	For instance: **Using maps** • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map **Map knowledge** • Locate Europe on a large scale map or globe, • Name and locate countries in Europe (including Russia) and their capitals cities **Making maps** • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint	For instance: **Using maps** • Compare maps with aerial photographs Select a map for a specific purpose • Begin to use atlases to find out other information (e.g. temperature) • Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. **Map knowledge** • Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude **Making maps** • Draw a variety of thematic maps based on their own data • Draw a sketch map using symbols and a key, • Use and recognise OS map symbols regularly	For instance: **Using maps** • Follow a short route on a OS map Describe the features shown on an OS map • Use atlases to find out data about other places • Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps **Map knowledge** • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages **Making maps** • Draw plans of increasing complexity • Begin to use and recognise atlas symbols

National curriculum: Progression of Locational Knowledge / Place Knowledge / Human and Physical Geography (Teaching and learning objectives)

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Locational Knowledge	<u>Pupils should be taught to:</u> • 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	<u>Pupils should be taught to:</u> • 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	<u>Pupils should be taught to:</u> • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	<u>Pupils should be taught to:</u> • 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	<u>Pupils should be taught to:</u> • 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, inc. city, town, village, factory, farm, house, office, port, harbour, shop	<u>Pupils should be taught to:</u> • 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	

Progression in Locational Knowledge - BRITISH VALUES

Locational Knowledge

Year 1 / 2

Pupils should be taught to:

1) name and locate the world's seven continents and five oceans
2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

For instance:

1) Working towards:
The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. (E.g. Using information about food from different countries of the UK, locate them on a UK map. Prepare a 'Great British Picnic' using these foods.)

Working at
The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)

2) Working towards:
The child can recognise and name some continents and oceans on a globe or atlas. (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.)

Working at
The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place

For instance:
(May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating).

1) Exceeding expectations
The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps. (E.g. Research food that originates from different parts of the UK and create a map showing where regional foods come from. Design a menu for a 'Great British Picnic' using these foods.)

2) Exceeding expectations
The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)

Year 3 / 4

Pupils should be taught to:

1) 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
2) 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
3) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)

For instance:

1) Working towards:
The child can locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA.)

Working at
The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)

2) Working towards:
The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)

Working at
The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in

For instance:
(May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating).

1) Exceeding expectations
The child can locate most countries in Europe and North and South America using an atlas. The child can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route and what you would expect to see on the way.)

2) Exceeding expectations
The child can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). The child can locate and describe several contrasting physical environments. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the

Year 5 / 6

For instance:

1) Working towards:
The child can locate some major cities and countries of Europe and North and South America on physical and political maps. The child can describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)

Working at
The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)

2) Working towards:
The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. The child can locate the UK's

For instance:
(May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating).

1) Exceeding expectations
The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)

2) Exceeding expectations
The child can locate and describe a range

	knowledge of continents to describe the location of the habitat of a significant animal.)		the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add **3) Working towards:** The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.) **Working at** The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. (E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.)	source of these rivers is found.) **3) Exceeding expectations** The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night). (E.g. Individually or leading a group, create a locational map game, quiz or puzzle for other children in their class or school to test knowledge and understanding of the significance of latitude and longitude.)	regions and major cities. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge - locate the longest river and highest point of each country of the UK.) **Working at** The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge - locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.) **3) Working towards:** The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. (E.g. Produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.) **Working at** The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit	of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. The child can identify broad land-use patterns of the UK. (E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.) **3) Exceeding expectations** The child can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone. Consider how these fruits could be grown nearer to home.)

					map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)	
Year Group Topic link and synopsis		1) **Roald Dahl** – flying around the world in his plane. 2) **Arctic** – Polar express travelling around the UK				

Progression in Place Knowledge

Place Knowledge

Year 1 / 2

Pupils should be taught to:

1) understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country

For instance:

1) **Working towards:**
- The child can make observations about, and describe, the local area and the nearest local green space. (E.g. Make the first page of a 'World Wonders' book with some reasons why their local area is wonderful, drawing on ideas from the rest of the class. Use different colours to identify its physical and human characteristics.)
- The child can describe an aspect of the physical and human geography of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; be supported in a role-play to explain why they wish to visit this place.)

Working at
- The child can make observations about, and describe, the local area and its physical and human geography. (E.g. Make the first page of a 'World Wonders'

For instance:
(May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating).

1) **Exceeding expectations**
- The child can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics. Draw this together by annotating an image or map of the local area.)
- The child can confidently describe the physical and human geography of a distant place. The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. (E.g. Complete a travel document. Act as a travel agent in a role-play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places.)

Year 3 / 4

Pupils should be taught to:

1) 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

For instance:

1) **Working towards:**
- The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments. The child can recognise that some regions are different from others. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area.)
- The child can recognise that there are physical and human differences within countries and continents. The child can show awareness of the physical and human characteristics of a European region and a region in North or South America. (E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America. Compare these cities, identifying one difference and one similarity.)

Working at
- The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)

For instance:
(May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating).

1) **Exceeding expectations**
- The child can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others and give reasons why some are similar. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas.)
- The child can offer explanations for the similarities and differences between some regions in Europe and North or South America. The child can describe and compare the physical and human characteristics of some regions in North or South America. The child can understand how the human and physical characteristics are connected for more than one region in Europe and North or

Year 5 / 6

For instance:

1) **Working towards:**
- The child can understand how a region has changed. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed.)
- The child can know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique. (E.g. Design an app/webpage/leaflet for tourists to the Alps selecting some information.)

Working at
- The child can understand how a region has changed and how it is different from another region of the UK. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people.)
- The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.

For instance:
(May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating).

1) **Exceeding expectations**
- The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park.)
- The child can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected. (E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human

	book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.) • The child can describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)		• The child can describe and compare similarities and differences between some regions in Europe and North or South America. The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)	South America. (E.g. Using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas. Select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities.)	(E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)	environment. Refine the item based on feedback.)
Year Group Topic link and synopsis		**Traditional Tales Around the World** – Comparing settings of different stories				
Local Area Case Study Location		School grounds Northumberland Park Tynemouth Longsands				

Progression in Human and Physical Geography

Physical Geography

Year 1 / 2		Year 3 / 4		Year 5 / 6	
Pupils should be taught to: 1) identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 2) use basic geographical vocabulary to refer to: ◊ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ◊ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop		**Pupils should be taught to:** 1) 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			
For instance: 1) **Working towards:** The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Ask a peer who has looked at a webcam or a weather forecast to answer these questions. Make a simple comparison with the weather in your area.) **Working at** • The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.	For instance: (May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating). 1) **Exceeding expectations** The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. (E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in your area in the role play.) 2) **Exceeding expectations** • The child can recognise different natural environments and describe them using a range of key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment	For instance: 1) **Working towards:** • The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. (E.g. Prepare a report, using a map and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and what it eats.) • The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains. (E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.) • The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. The child can recognise features and some activities that occur in different settlements using a range of key vocabulary. The child can recognise the main land uses within urban areas and the key characteristics of rural areas. (E.g. Using	For instance: (May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating). 1) **Exceeding expectations** • The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. The child can understand the relationship between climate and vegetation. (E.g. Independently prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment.) • The child can describe several physical features and describe how they change. The child can describe and name the key landscape features of river and mountain environments in the UK. The child can explain the water cycle in appropriate geographical language.	For instance: 2) **Working towards:** • The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. The child can understand that animals and plants are adapted to the climate. The child can understand our food is grown in many different countries because of their climate. (E.g. Create a fruit map poster based around a world map using several fruits and labelling their countries of origin.) • The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. (E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and talk about what it shows.) • The child can know and understand	For instance: (May need to look at previous year to cover **working towards** or **working at** first, building upon last year's learning rather than repeating). 1) **Exceeding expectations** • The child can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.) The child can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. The child can relate climate to food production. (E.g. Produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow.) • The child can describe and understand some key physical

	(E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. • Make comparisons with the weather in your area.) **2) Working towards:** • The child can talk about a natural environment, naming its features using some key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal.) • The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.) **Working at** • The child can recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.) • The child can identify a range of human environments, such as the local area and contrasting	including the landscape, food, weather and impact of people.) • The child can identify different human environments, such as the local area and contrasting settlements such as a village and a city. The child can describe their features and some activities that occur there using a range of key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video, identifying two differences and two similarities to the area in which you live. Talk with confidence about which city you would prefer to live in, and why.)	Google Earth, atlases and images with support, research some major cities in North and South America and identify how they are different.) **Working at** • The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.) • The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.) • The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)	The child can describe some of the processes associated with rivers and mountains. (E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one or more examples of volcanoes around the world.) • The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. The child can describe the main land uses within urban areas and the activities that take place there. The child can describe the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)	what life is like in cities and in villages. The child can know the journey of how one product gets into their home in detail. The child can describe some renewable and non-renewable energy sources. The child can describe different types of industry currently in the local area. The child can know where some of our main natural resources come from. (E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.) **Working at** • The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.) • The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed. (E.g.	processes and the resulting landscape features. The child can understand how fold mountain regions are formed. (E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.) • The child can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. The child can understand that our shopping choices have an effect on the lives of others. The child can explain how, and offer reasons why, the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from, and the impacts of their use. (E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)

	settlements, and describe them and some of the activities that occur there using key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)				Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.) • The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)	
Year Group Topic link and synopsis		ARCTIC - Polar express, linked to UK characteristics				
Local Area Case Study Location		School grounds Northumberland Park Tynemouth Longsands				