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UK and the local area	Describe their immediate environment. Understand what an atlas is.	Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. Knows about the local area and name key landmarks, e.g. the nearest local green space.	Can name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. Knows about the local area , and name and locate key landmarks.	Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can relate continent, country, county, city/where you live. Can locate the UK's major urban areas; locate some physical environments in the UK.	Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Can locate and describe some human and physical characteristics of the UK.	Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Can locate the UK's regions and major cities.	Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can recognise broad land-use patterns of the UK.
The world and continents	Know there are differences between life in our country and other countries.	Can recognise and name some continents and oceans on a globe or atlas.	Can name and locate the seven continents and five oceans on a globe or atlas.	Can locate countries in Europe and North and South America on a map or atlas. Can describe some European and North and South American cities using an atlas. Can use a globe	Can locate some countries in Europe and North and South America on a map or atlas. Can relate continent, country, state, city. Identify states in North America	Can locate some major cities and countries of Europe and North and South America on physical and political maps. Can describe some key physical and human characteristics of	Can locate cities, countries, and regions of Europe and North and South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of Europe

				and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere; they can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.	using a map. Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude, and longitude.	Europe and North and South America. Can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude, and longitude.	and North and South America. 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.
Physical themes	Understand natural processes such as seasons.	Can talk about the day-to-day weather and some of the features of the seasons in their locality. Can show awareness that the weather may vary in different parts of the UK and in different parts of the world. Can talk about a natural environment, naming its features using some key vocabulary.	Can identify seasonal and daily weather patterns in the United Kingdom. Can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Can recognise a natural environment and describe it using key vocabulary.	Can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Can describe the water cycle using simple vocabulary,	Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can use simple geographical vocabulary to describe significant physical features and talk about how they change.	Can understand that climate and vegetation are connected in an example of a biome , e.g. the tropical rainforest. Can understand that animals and plants are adapted to the climate. Can understand our food is grown in many different countries because of their climate.	Can understand how climate and vegetation are connected in biomes , e.g. the tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by

				and name some of the processes associated with rivers and mountains.	Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.	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.	climate. Can describe and understand a range of key physical processes and the resulting landscape features. Can understand how a mountain region was formed.
Human themes	Describe their immediate environment.	Can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	Can identify a range of human environments, such as the local area and contrasting settlements and describe them and some of the activities that occur there using key vocabulary.	Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. Can recognise features and some activities that occur in different settlements using a range of key	Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions, e.g. coastal towns. Can use appropriate vocabulary to describe the mainland uses within urban areas	Can know and understand what life is like in cities and in villages. Can know the journey of how one product gets into their home in detail. Can describe some renewable and non-renewable energy sources.	Can know and understand what life is like in cities and in villages and in a range of settlement sizes. Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over

				<p>vocabulary.</p> <p>Can recognise the mainland uses within urban areas and the key characteristics of rural areas.</p>	<p>and identify the key characteristics of rural areas.</p>	<p>Can describe different types of industry currently in the local area.</p> <p>Can know where some of our main natural resources come from.</p>	<p>time.</p> <p>Can understand where our energy and natural resources come from.</p>
<p>Understanding places and connections</p>	<p>Know there are differences between life in our country and other countries.</p> <p>Describe the local area.</p>	<p>Can make observations about, and describe the local area and the nearest local green space.</p> <p>Can describe an aspect of the physical and human geography of a distant place.</p> <p>Can show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p>	<p>Can make observations about, and describe the local area and its physical and human geography.</p> <p>Can describe the physical and human geography of a distant place.</p> <p>Can describe their locality and how it is different and similar to the distant place.</p>	<p>Can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can recognise that some regions are different from others.</p> <p>Can recognise that there are physical and human differences within countries and continents.</p> <p>Can show awareness of the physical and human</p>	<p>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others.</p> <p>Can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Can understand how the human</p>	<p>Can understand how a region has changed.</p> <p>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.</p> <p>Can explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>Can understand how human activity</p>	<p>Can understand how a region has changed and how it is different from another region of the UK.</p> <p>Can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can</p>

				<p>characteristics of a European region and a region in North or South America.</p> <p>Can describe how some physical processes can cause hazards to people.</p> <p>Can recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>and physical characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>Can understand how physical processes can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>is influenced by climate and weather.</p> <p>Can understand hazards from physical environments such as avalanches in mountain regions.</p> <p>Can identify an important environmental issue.</p>	<p>be protected.</p> <p>Can understand how human activity is influenced by climate and weather.</p> <p>Can understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Can explain several threats to wildlife/habitats.</p>
Map and atlas work	<p>Understand what an atlas is.</p> <p>Describe our local area.</p>	<p>Can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</p>	<p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the</p>	<p>Can use a map to identify countries in Europe and/or North and South America.</p> <p>Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties and locate where they</p>	<p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can use a map to locate some states of the USA.</p> <p>Can use an atlas to locate the UK and locate some major</p>	<p>Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>Can use globes and atlases to locate places studied in</p>	<p>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Can use globes and atlases to locate places studied in relation to the</p>

		<p>Can locate places on a map of the local area using locational and directional language.</p> <p>Follow simple directions (up/down/ left/ right/forwards/ backwards).</p> <p>Use own symbols on an imagery map.</p> <p>Use a simple picture map to move around a location.</p> <p>Use relative vocabulary such as bigger/ smaller to describe scale/ distance.</p>	<p>United Kingdom and its surrounding seas.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>Follow directions such as North/ South/ East/ West.</p> <p>Draw a map of a real place adding detail f features.</p> <p>Understand the need for a key and used agreed symbols within their own maps.</p> <p>Follow a route on a map, locating features on the route.</p>	<p>live in the UK.</p> <p>Can use an atlas to locate where they live in the UK and the UK's major urban areas.</p> <p>Can use a simple letter and number grid.</p> <p>Can give direction instructions up to four compass points.</p> <p>Can use large-scale maps outside.</p> <p>Make a map of a short route in a simple scale drawing.</p> <p>Use standard keys in a map.</p>	<p>urban areas and locate where they live in the UK.</p> <p>Can use four-figure grid references.</p> <p>Can give direction instructions up to eight compass points.</p> <p>Can adeptly use large-scale maps outside.</p> <p>Make a map of a short route in a simple scale drawing.</p> <p>Use standard keys in a map.</p> <p>Draw a sketch map from a high view.</p> <p>Begin to identify points on maps.</p> <p>Begin to identify features on aerial/ oblique photographs.</p>	<p>relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>Can use four-figure grid references.</p> <p>Can use OS map symbols and atlas symbols, recognise them, and use on their own maps.</p> <p>Can use maps at different scales.</p> <p>Can recognise that contours show height.</p> <p>Draw a variety of map types based on their own data.</p> <p>Can read and compare map scales.</p> <p>Compare maps with aerial photographs.</p>	<p>Equator, latitude and longitude and time zones.</p> <p>Can use thematic maps for specific purposes.</p> <p>Can use four- and find six figure grid references.</p> <p>Can describe height and slope from a map.</p>
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						<p>Select maps for different purpose.</p> <p>Find and recognise places on maps of different scales.</p> <p>Follow a route on an OS map.</p> <p>Use medium sale land ranger OS maps.</p> <p>Draw a plan view map with accuracy.</p> <p>Use a scale to measure distance when drawing maps.</p> <p>Use the index and contents page within atlases.</p>	
Field work and investigations	Explore the natural world.	<p>Can use aerial photos to identify features of a locality.</p> <p>Can draw a simple map.</p> <p>Can assist in keeping a weather</p>	<p>Can use aerial photos to identify physical and human features of a locality.</p> <p>Can draw a simple map with a basic key of places showing</p>	<p>Can make a simple sketch map.</p> <p>Can present information gathered in fieldwork using a simple graph.</p> <p>Can use digital maps to identify</p>	<p>Can make a map of a short route with features in the correct order and in the correct places.</p> <p>Can make a simple scale plan of a room.</p>	<p>Can make a sketch map with symbols.</p> <p>Can use digital maps to identify human and physical features.</p> <p>Can present information gathered in</p>	<p>Can make sketch maps of areas using symbols, a key and a scale.</p> <p>Can use digital maps to investigate features of an area.</p>

		<p>chart based on first-hand observations using picture symbols.</p> <p>Can locate some features of the school grounds on a base map.</p> <p>Can ask and respond to questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Draw simple features observed in a familiar environment.</p> <p>Use everyday language to describe the size of features.</p>	<p>landmarks.</p> <p>Can keep a weather chart based on first-hand observations using picture symbols and present this data.</p> <p>Can locate features of the school grounds on a base map.</p> <p>Ask geographical questions such as Where is it? What's it like?</p> <p>Use information books, pictures, stories, maps and the internet as sources of information to investigate their surroundings.</p> <p>Draw outlines of features observed, adding label to correct features.</p>	<p>familiar places.</p> <p>Draw a sketch of a simple feature from observation, adding descriptive labels.</p> <p>Identify features to record with technology for investigations and say what is found out.</p> <p>Can carry out fieldwork, with others, in the local area using appropriate techniques suggested.</p> <p>Ask and initiate geographical questions.</p> <p>Use sources of information to investigate places at more than one scale.</p>	<p>Can present information gathered in fieldwork using simple graphs.</p> <p>Can use the zoom function of a digital map to locate places.</p> <p>Identify key features of a view; annotate the sketch with explanation labels adding location and direction to sketch.</p> <p>Use technology to provide evidence for investigations and describe what is seen.</p> <p>Locate a photo on a map and annotate the photo.</p> <p>Can carry out fieldwork, with others, in the local area selecting appropriate techniques</p>	<p>fieldwork using simple graphs.</p> <p>Evaluate their sketch against the criteria.</p> <p>Use sketches as evidence for investigations.</p> <p>Evaluate the usefulness of the photo for their investigation.</p> <p>Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques.</p> <p>Suggest questions for investigating.</p>	<p>Can present information gathered in fieldwork using a range of graphs.</p> <p>Make a judgement about the best angle or viewpoint for the technology recording for their investigation.</p> <p>Select and use a range of instruments in investigations.</p> <p>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>Use primary and secondary sources of evidence in investigations.</p> <p>Investigating places with more emphasis on large scales: contrasting</p>
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			<p>Use everyday language of nonstandard units to measures e.g. hands to measure length.</p>		<p>suggested.</p> <p>Ask and respond to questions offering their own ideas.</p> <p>Collect and record evidence from fieldwork.</p> <p>Analyse evidence and draw conclusions e.g. make comparison between two locations such as temperatures in different locations.</p> <p>Use every day associated standard and non-standard units and begin to organise recordings.</p>		<p>and distance places.</p> <p>Analyse evidence and draw conclusions such as comparing historical maps of varying scales.</p>
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