



# Geography

## The Federation of Nettlestone & Newchurch

### Locational and Place Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>I can</b> identify the world's five oceans and seven continents on a map.</p> <p><b>I can</b> identify the 4 countries of the United Kingdom.</p> <p><b>I can</b> identify the four countries making up the United Kingdom.</p> <p><b>I can</b> locate the equator, north pole and south pole on a globe, map or atlas.</p> <p><b>Challenge</b>  <b>I can</b> name the capitals of the countries in the United Kingdom.</p>	<p><b>I can</b> identify the UK, its countries and comparison are of the UK and a contrasting non-European country.</p> <p><b>I can</b> identify the UK, its countries and comparison area of the UK and a contrasting non-European country.</p> <p><b>I can</b> name the major cities of England, Wales, Scotland and Northern Ireland.</p> <p><b>I can</b> locate where I live on a map of the UK.</p> <p><b>I understand</b> geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Isle of Wight compared to Kenya).</p>	<p><b>I can</b> 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.</p> <p><b>I can</b> locate and name some of the world's most famous volcanoes.</p> <p><b>I can</b> locate and name countries of the world that are susceptible to earthquakes.</p> <p><b>I can</b> name and locate Mountain ranges in Europe including Europe's tallest mountain.</p> <p><b>I can</b> locate and name many countries that border the Mediterranean Sea.</p> <p><b>I can</b> name and locate the capital cities of many European countries.</p>	<p><b>I can</b> 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.</p> <p><b>I can</b> state the difference between the British Isles, Great Britain and UK.</p> <p><b>I can</b> name up to six major cities in the UK and locate them on a map and state which county they are in.</p> <p><b>I can</b> name the major rivers of the UK and locate them on a map.</p> <p><b>I can</b> locate and name some of the main islands that surround the UK.</p> <p><b>I can</b> name the areas of origin of the main ethnic groups in the UK &amp; in my school.</p>	<p><b>I can</b> locate European countries, concentrating on their key physical and human characteristics and major cities.</p> <p><b>I understand</b> geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London) and a region in a European country (Charente, France).</p> <p><b>I can</b> name and locate many of the Europe's most famous ports on maps.</p> <p><b>I can</b> name the countries that make up the European Union.</p> <p><b>I can</b> name the capital cities of at least 8 countries in Europe.</p> <p><b>Challenge</b>  <b>I can</b> plan a cruise route around Europe, explaining the significance of the cities studied both now and in previous history.</p>	<p><b>I can</b> locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>I understand</b> geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p><b>I can</b> 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).</p> <p><b>I can</b> locate the USA and Canada on a world map and atlas.</p>

**Challenge**

**I can** research the features and history of one of Europe's capital cities.

**Challenge**

**I can** name and locate many of the world's major rivers on maps.

**I can** locate and name the main countries of South America on a world map and atlas.

**I can** name the main desert regions of the world.

**I can** name the main areas of rainforest in the world.

I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles on a world map.

# Human and Physical Geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Human Geography</b>  <b>I can</b> begin to explain why people would wear different clothes at different times of the year.  <b>I can</b> explain what I might wear if I lived in a very hot or a very cold place.  <b>Challenge</b>  <b>I can name different jobs that people living in their area might do.</b></p>	<p><b>Human Geography</b>  <b>I can</b> describe some human features of my own locality, such as the jobs people do.  <b>I can</b> explain how the jobs people do on the Isle of Wight may be different in different parts of the world.  <b>I can</b> describe how I think that people ever spoil my local area.  <b>I can</b> explain what facilities a town or village might need.</p>	<p><b>Human Geography</b>  <b>I can</b> describe how volcanoes have an impact on people's lives e.g. Pompeii.  <b>I can</b> describe how the legacy of Pompeii has generated tourism today.  <b>I can</b> explain how the lives of people living in the Mediterranean would be different from my own.  <b>I can</b> explain how the weather impacts on tourism across Europe.</p>	<p><b>Human Geography</b>  <b>I can</b> explain why people are attracted to live by rivers.  <b>I can</b> state how human activity contributes to the pollution of river ways.  <b>Challenge</b>  <b>I can explain how people are trying to manage their environment.</b></p>	<p><b>Human Geography</b>  <b>I can</b> explain why people are attracted to live in cities.  <b>I can</b> explain why people may choose to live in a village rather than a city.  <b>I can</b> explain how a location fits into its wider geographical location; with reference to human and economical features.  <b>I can</b> explain how a locality has changed over time with reference to human features.  <b>Challenge</b>  <b>I can report on ways in which humans have both improved and damaged the environment.</b></p>	<p><b>Human Geography</b>  <b>I can</b> give an extended description of the human features of different places around the world.  <b>I can</b> map land use with my own criteria.  <b>I can</b> describe how some places are similar and others are different in relation to their human features.  <b>Challenge</b>  <b>I can explain how human activity has caused an environment to change.</b>  <b>I can analyse population data on two settlements and report on findings and questions raised.</b></p>
<p><b>Physical Geography</b>  <b>I can</b> tell someone my address.  <b>I can</b> ask simple questions about specific places and environments.  <b>I can</b> make simple observations e.g. the main features of a hot and cold place.  <b>I can</b> draw a simple sketch map showing the key features of the school, its grounds and surrounding environment.  <b>I can</b> work in a group with an adult to ask questions</p>	<p><b>Physical Geography</b>  <b>I can</b> draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.  <b>I can</b> describe some physical features of my own locality of the Isle of Wight e.g. using words like beach, coast, forest, hill, cliff, sea, and valley.  <b>Challenge</b>  <b>I can draw a sketch map with labels of the Isle of Wight.</b></p>	<p><b>Physical Geography</b>  <b>I can</b> describe how volcanoes are created.  <b>I can</b> describe how earthquakes are created.  <b>I can</b> compare and contrast the physical features of a volcanic locality to the Isle of Wight.  <b>I can</b> locate the Mediterranean and explain why it is a popular holiday destination.  <b>I can</b> explain the weather variations according to season and country across Europe.</p>	<p><b>Physical Geography</b>  <b>I can</b> locate the major topographical features of the UK and can locate them on a map e.g. Ben Nevis, Peak District etc.  <b>I can</b>, with support, create a topographical map of the IOW showing land use patterns.  <b>I can</b> explain why many cities of the world are situated by rivers.  <b>I can</b> explain the journey of a river from source to sea.</p>	<p><b>Physical Geography</b>  <b>I can</b> describe the main features of a well-known city.  <b>I can</b> describe the main features of a village.  <b>I can</b> describe the main physical differences between cities and villages.  <b>I can</b> carry out a study of a local area - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Physical Geography</b>  <b>I can</b> give extended descriptions of the physical features of different places around the world.  <b>I can</b> describe how some places are similar and others are different in relation to their physical features.  <b>I can</b> describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts.</p>

<p>about the school, its grounds and surrounding environment.</p> <p><b>I can</b> name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p><b>I can</b> use plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>I can</b> 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.</p> <p><b>Challenge</b></p> <p><b>I can</b> name more sophisticated key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'.</p>		<p><b>I can</b> describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p> <p><b>Challenge</b></p> <p><b>I can</b> explain why a locality has certain physical features.</p>	<p><b>I can</b> explain how the water cycle works.</p> <p><b>I can</b> describe and understand rivers and the water cycle.</p> <p><b>I can</b> complete local river study - including simple fieldwork.</p> <p><b>Challenge</b></p> <p><b>I can</b> explain how a locality has changed over time with reference to physical features.</p>	<p><b>I can</b> compare types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Challenge</b></p> <p><b>I can</b> explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p>	
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# Geographical Enquiry and Fieldwork

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>I can</b> use pictures, maps and globes.</p> <p><b>I can</b> draw basic maps and create own symbols.</p> <p><b>I can</b> use simple directional language: near, far, left and right to describe the location of features and routes on a map.</p> <p><b>I can</b> use a photo, video or audio taken by an adult as evidence of what they have seen.</p> <p><b>I can</b> measure using simple words and frequency recording e.g. weather recording.</p> <p><b>I can</b> reach a simple conclusion to a fieldwork question or prediction.</p> <p><b>Challenge</b></p> <p><b>I can</b> answer questions using a weather chart.</p> <p><b>I can</b> make plausible predictions about what the weather may be like later in the day or tomorrow.</p>	<p><b>I can</b> use a simple atlas.</p> <p><b>I can</b> use the four point compass directions: North; South; East and West to describe location features and routes on a map.</p> <p><b>I can</b> draw a simple map and use agreed realistic (in line with OS map) symbols to make a simple key.</p> <p><b>I can</b> use world maps, atlases and globes to identify places.</p> <p><b>I can</b> use four compass directions &amp; simple vocabulary.</p> <p><b>I can</b> use aerial photos to recognise landmarks and basic human and physical features.</p> <p><b>I can</b> ask a series of questions about places and environments.</p> <p><b>I can</b> make detailed observations.</p> <p><b>I can</b> use a camera, video or audio to gather evidence of what they have seen.</p> <p><b>I can</b> ask trusted adults questions about the school, its grounds and surrounding environments.</p> <p><b>I can</b> measure using a guided tally and standard units such as minutes and metres.</p>	<p><b>I can</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>I can</b> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>I can</b> confidently use a range of maps and images by using contents and indexes.</p> <p><b>I can</b> confidently use compass directions: North; South; East and West to follow and give directions to build knowledge of the UK and wider world.</p> <p><b>I can</b> use letter and number coordinates to locate features on a map.</p> <p><b>I can</b> draw a simple map of a familiar short route using OS symbols.</p> <p><b>I can</b> ask geographical questions about places and environments and express opinions.</p> <p><b>I can</b> make links to different observations in the local area.</p>	<p><b>I can</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>I can</b> identify the 8 point compass directions; North; North East; East; South East; South; South West; West; North West to follow and give directions to build up knowledge of UK and the wider world.</p> <p><b>I can</b> use four-figure grid references to locate features on a map.</p> <p><b>I can</b> draw an accurate map of a short route using OS symbols.</p> <p><b>I can</b> ask questions and answer questions about places and environments to aid investigations and express my opinions relating to issues.</p> <p><b>I can</b> carry out research and make observations to identify land use patterns in the local area.</p> <p><b>I can</b> measure using simple instruments, digital technologies and can measure more than one aspect at once.</p> <p><b>I can</b> describe the benefits and limitations of data collection methods.</p>	<p><b>I can</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>I can</b> confidently use an atlas including the contents page and index.</p> <p><b>I can</b> confidently use the 8 point compass directions; North; North East; East; South East; South; South West; West; North West to follow and give directions to build knowledge of the UK and wider world.</p> <p><b>I can</b> accurately use 4 figure grid references on an OS Map and attempt 6 figure grid references.</p> <p><b>I can</b> draw a sketch map using OS symbols and a key.</p> <p><b>I can</b> ask questions to carry out an investigation and express the opinions from a range of points of view.</p> <p><b>I can</b> make clearly explained links between observations in the local area.</p> <p><b>I can</b> use a camera and locate annotated photos on a map.</p> <p><b>I can</b> draw a sketch map with relatively sized features and annotations</p>	<p><b>I can</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>I can</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>I can</b> 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.</p> <p><b>I can</b> confidently use a range of maps, atlases, images, globes and digital mapping.</p> <p><b>I can</b> confidently and accurately use the 8 point compass directions to follow and give directions to build knowledge of the UK and the wider world.</p> <p><b>I can</b> accurately use six figure grid references on an OS Map.</p> <p><b>I can</b> draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</p> <p><b>I can</b> ask a range of geographical questions to</p>

	<p><b>I can</b> present findings simply using maps and graphs.</p> <p><b>I can</b> reach a simply described conclusion to a fieldwork question or prediction.</p> <p><b>Challenge</b></p> <p><b>I can</b> point out the North, South, East and West associated with maps and compass.</p> <p><b>I can</b> find the longest and shortest route using a map.</p> <p><b>I can</b> use a map, photographs, film or plan to describe a contrasting locality outside Europe.</p>	<p><b>I can</b> use camera, video or audio to gather appropriate data.</p> <p><b>I can</b> draw a sketch map with simple annotations showing physical and human features of the local area.</p> <p><b>I can</b> confidently ask questions to a range of people.</p> <p><b>I can</b> measure accurately using tally and standard units.</p> <p><b>I can</b> identify benefits and limitations of data collection methods.</p> <p><b>I can</b> present findings simply using maps, graphs and digital technologies.</p> <p><b>I can</b> reach a thoroughly described conclusion to the fieldwork question or prediction.</p> <p><b>Challenge</b></p> <p><b>I can</b> work out how long it would take to get to a given destination taking account of the mode of transport.</p>	<p><b>I can</b> reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.</p>	<p>showing human and physical features of the local area.</p> <p><b>I can</b> measure human and physical features in the local area using a range of appropriate instruments.</p> <p><b>I can</b> simply justify data collection methods.</p> <p><b>I can</b> independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child-led conclusion.</p> <p><b>I can</b> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>carry out an investigation and can explain opinions from a range of different points of view.</p> <p><b>I can</b> use a camera and locate annotated photos on a map.</p> <p><b>I can</b> accurately measure human and physical features in the local area using a range of appropriate instruments.</p> <p><b>I can</b> confidently justify data collection methods.</p> <p><b>I can</b> independently present data findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p><b>I can</b> recognise key symbols used on ordnance survey maps.</p> <p><b>I can</b> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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