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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical**  **Enquiry and fieldwork** | Teacher led enquiries, to ask and respond to simple closed questions. | Children encouraged to ask simple geographical questions; Where is it? What's it like? | Begin to ask and initiate geographical questions | Ask and respond to questions and offer their own ideas. | Begin to suggest questions for investigating | Suggest questions for investigating |
| Use information books/pictures as sources of information. | Use NF books, stories, maps, pictures/photos and internet as sources of information. | Use books, stories, atlases, pictures/photos and internet as sources of information | Extend to satellite images, aerial photographs | Begin to use primary and secondary sources of evidence in their investigations. | Use primary and secondary sources of evidence in their investigations. |
| Investigate their surroundings | Investigate their surroundings | Investigate places and themes at more than one scale. | Investigate places and themes at more than one scale | Investigate places with more emphasis on the larger scale; contrasting and distant places | Investigate places with more emphasis on the larger scale; contrasting and distant places |
| Make observations about where things are e.g. within school or local area. | Make appropriate observations about why things happen. | Begin to collect and record evidence | Collect and record evidence with some aid | Collect and record evidence unaided | Collect and record evidence unaided |
| 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. |
| Use simple fieldwork and observational skills to study the geography of a place and the key human and physical features of its surrounding environment. | Make simple comparisons between features of different places. | Analyse evidence and begin to make conclusions e.g. make comparisons between two photos/pictures, temperatures in different locations. | Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life |
| I can use fieldwork instruments e.g. camera, rain gauge. | Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it |
| **Direction and Locational Knowledge** | Follow directions (Up, down, left/right, forwards/backwards) | Follow directions (as yr 1 and inc’. NSEW) | Use 4 compass points to follow/give directions | Use 4 compass points well: | Use 8 compass points; | Use 8 compass points confidently and accurately; |
| Use letter/number co-ordinates to locate features on a map | Use letter/no. co-ordinates to locate features on a map confidently.; | Begin to use 4 figure co-ordinates to locate features on a map. | Use 4 figure co-ordinates confidently to locate features on a map. |
| Begin to use 8 compass points | Begin to use 6 figure grid refs; use latitude and longitude on atlas maps |
| **Drawing maps** | Draw picture maps of imaginary places and from stories. | Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) | Try to make a map of a short route experienced, with features in correct order; | Make a map of a short route experienced, with features in correct order; | Begin to draw a variety of thematic maps based on their own data. | Draw a variety of thematic maps based on their own data. |
| Try to make a simple scale drawing. | Make a simple scale drawing. | Begin to draw plans of increasing complexity. |
| **Representation** | Use own symbols on imaginary map. | Begin to understand the need for a key. | Know why a key is needed | Know why a key is needed. | Draw a sketch map using symbols and a key; | Use/recognise OS map symbols; |
| Use class agreed symbols to make a simple key. | Use standard symbols | Begin to recognise symbols on an OS map. | Use/recognise OS map symbols. | Use atlas symbols. |
| **Using maps** | Use a simple picture map to move around the school; | Follow a route on a map. | Locate places on larger scale maps e.g. map of Europe. | Locate places on large scale maps, (e.g. Find UK or India on globe) | Compare maps with aerial photographs. | Locate places on a world map.. |
| Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) | Follow a short route on an OS map. Describe features shown on OS map |
| Recognise that it is about a place. | Use a plan view. | Follow a route on a map with some accuracy | Follow a route on a large scale map. | Draw a sketch map using symbols and a key; | Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| Use an infant atlas to locate places | Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) |
| **Scale distance** | Use relative vocabulary (e.g. bigger/smaller, like/dislike) | Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) | Begin to match boundaries (e.g. find the same boundary of a country on different scale maps) | Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) | Measure straight line distance on a plan. | Use a scale to measure distances. |
| Find/recognise places on maps of different scales. (E.g. river Nile.) | Draw/use maps and plans at a range of scales. |
| **Perspective** | Draw around objects to make a plan. | Look down on objects to make a plan view map. | Begin to draw a sketch map from a high view point | Draw a sketch map from a high view point | Draw a plan view map with some accuracy. | Draw a plan view map accurately. |
| **Map  knowledge** | Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France | Locate and name on UK map major features e.g. London, River Thames, home location, seas. | Begin to identify points on maps A, B and C. | Begin to identify significant places and environments | Identify significant places and environments | Confidently identify significant places and environments |
| **Style of map** | Picture maps and globes | Find land/sea on globe. | Use large scale OS maps | Use large and medium scale OS maps. | Use index and contents page within atlases. | Use OS maps. |
| Use teacher drawn base maps. | Begin to use map sites on the internet | Use junior atlases. | Confidently use an atlas. |
| Use large scale OS maps. | Begin to use junior atlases | Use map sites on internet. | Measure straight line distance on a plan. | Recognise world map as a flattened globe  Describe and understand key aspects of human geography |
| Use an infant atlas | Begin to identify features on aerial/oblique photographs | Identify features on aerial/oblique photographs |
| **Human and physical geography** | Describe seasonal weather changes. | 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. | I can show I know the physical and human features of a locality | Describe human features of UK regions, cities and/ or countries. | Understand about weather patterns around the World and relate these to climate zones. | Identify human and physical features on a map |
| Understand the effect of landscape features on the development of a locality. | Understand how humans affect the environment. |
| Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | I can explain about weather conditions/ patterns around the UK and parts of the world. | Describe how people have been affected by changes in the environment. | Explain about changes to the World environment. | Use OS maps.  Confidently use an atlas. |
| Use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Explain about key natural resources e.g. water in the locality. | Understand why people seek to manage and sustain their environment |
| **Vocabulary** | Use and understand geographical language from the year 1 word list | Use and understand geographical vocabulary from the year 2 word list | Use and understand geographical vocabulary from the year 3 word list | Use and understand geographical vocabulary from the year 4 word list | Use and understand geographical vocabulary from the year 5 word list | Use and understand geographical vocabulary from the year 6 word list |