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| **Year 1: Geography AREs** | Children below expected standard | Date(s) taught |
| **Locational Knowledge** |  |  |
| I can identify the four countries and capital cities that make up the UK and locate them on a map. |  |  |
| I can identify and locate the seas surrounding the UK. |  |  |
| I can name and locate hot and cold places e.g. Artic, Antarctica, equator |  |  |
| **Place Knowledge** |  |  |
| I can say what I can see in a place (school grounds). |  |  |
| **Human and Physical Geography** |  |  |
| I can describe how the weather changes on a daily and seasonal basis. |  |  |
| I can describe some features of a place, using basic geographical vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, sea, mountain, hill |  |  |
| I can locate on a map or globe, some hot and cold countries. |  |  |
| I can identify the Equator and North and South Poles, on a map or globe. |  |  |
| I can describe main features of hot & cold countries. |  |  |
| **Geographical Skills and Fieldwork** |  |  |
| I can use aerial photographs to recognise features around the school grounds. |  |  |
| I can recognise features of our school grounds. |  |  |
| I can describe weather patterns. |  |  |
| I can follow and give directions from a plan/map of our school grounds using 4 compass points. |  |  |
| I can keep a weather chart to help answer questions about the weather. |  |  |
| I can say what I do/not like about the school grounds. |  |  |
| I can recognise places covered, on a map or globe. |  |  |
| I can use symbols on a map. |  |  |

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| **Year 2: Geography AREs** | Children below expected standard | Date(s) taught |
| **Locational Knowledge** |  |  |
| I can name and locate the 7 continents. |  |  |
| I can name and locate the 5 oceans. |  |  |
| I can name and locate some other countries in the world-Kenya. |  |  |
| I can name and locate significant places in our locality. |  |  |
| **Place Knowledge** |  |  |
| I can find where I live on a map. |  |  |
| I can describe where I live. |  |  |
| I can compare our local area and another non-European area. |  |  |
| I can suggest things that spoil and improve the local area. |  |  |
| **Human and Physical Geography** |  |  |
| I can describe different places using geographical vocabulary. |  |  |
| I can describe what gives a place its character e.g. town, village, factory, farm, house, shop, ocean, soil, valley, vegetation. |  |  |
| **Geographical Skills and Fieldwork** |  |  |
| I can use aerial photographs to recognise landmarks from around the world. |  |  |
| I can recognise features of our local area from photographs and observations. |  |  |
| I can create a simple map with a key and symbols. |  |  |
| I can use maps and images to talk about everyday life. |  |  |
| I can use simple compass directions and locational language to describe features and follow routes. |  |  |
| I can express me views about the local environment and how people affect it. |  |  |

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| **Year 3: Geography AREs** | Children below expected standard | Date(s) taught |
| **Locational Knowledge** |  |  |
| I can locate some European countries on a map or globe. |  |  |
| I can name and locate some European cities. |  |  |
| I can name and locate some cities of the UK. |  |  |
| I can name and locate the rivers, canals and railways in the local region. |  |  |
| I can describe how land has been used. |  |  |
| I can explain how places have changed over time. |  |  |
| **Place Knowledge** |  |  |
| I can recognise how places are similar and different in NW England. |  |  |
| I can describe geographical features of places studied. |  |  |
| **Human and Physical Geography** |  |  |
| I can describe the human and physical features of a place. |  |  |
| I can explain the formation of volcanoes. |  |  |
| I can describe the settlement, land use and use of energy in a place. |  |  |
| **Geographical Skills and Fieldwork** |  |  |
| I can use the 8 points of a compass. |  |  |
| I can use different maps to locate countries and counties. |  |  |
| I can use maps to recognise human and physical features of places. |  |  |
| I can use 4 figure grid references. |  |  |
| I can present my opinions on environmental issues in different ways, using ICT when appropriate. |  |  |
| I can use different sources of information to research a place. |  |  |

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| **Year 4: Geography AREs** | Children below expected standard | Date(s) taught |
| **Locational Knowledge** |  |  |
| I can locate water sources in the local area. |  |  |
| I can name and locate rivers in the UK. |  |  |
| I can name rivers from around the world. |  |  |
| I can name and locate major cities and features of a country. |  |  |
| I can explain how regions/places have changed over time. |  |  |
| I can name and locate more countries in Europe. |  |  |
| **Place Knowledge** |  |  |
| I can describe some significant geographical features from places studied. |  |  |
| I can explain why people would choose to live in different places. |  |  |
| **Human and Physical Geography** |  |  |
| I can explain the water cycle. |  |  |
| I can identify features of rivers. |  |  |
| I can explain the links between people and how places change over time. |  |  |
| I can identify and explain human and physical features of places. |  |  |
| **Geographical Skills and Fieldwork** |  |  |
| I can use human and physical maps to identify features. |  |  |
| I can use basic symbols on a map of a city/place. |  |  |
| I can use fieldwork to ask and answer how/why questions about a place. |  |  |
| I can sketch maps and take photos of a place during local fieldwork. |  |  |
| I can express my opinions and take on board other people’s thoughts about environmental issues. |  |  |

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| **Year 5: Geography AREs** | Children below expected standard | Date(s) taught |
| **Locational Knowledge** |  |  |
| I can name and locate counties of the UK. |  |  |
| I can name and locate the main areas of North America. |  |  |
| I can locate major cities of North America. |  |  |
| I can identify the physical and human features of North America. |  |  |
| I can consider the physical and political geography of part of the UK. |  |  |
| I am aware of different time zones, hemispheres, longitude, latitude, Artic & Antarctic Circles and GMT. |  |  |
| **Place Knowledge** |  |  |
| I can explain the physical and human similarities and differences between a city in the UK and in North America. |  |  |
| I can explore the economic impact on a place. |  |  |
| I can explain why people can live in, or visit, different parts of the world. |  |  |
| **Human and Physical Geography** |  |  |
| I can describe how some global issues (slave trade, tourism etc) are being addressed across the world. |  |  |
| I can describe why some features of places are changing. |  |  |
| **Geographical Skills and Fieldwork** |  |  |
| I can choose to use different types of maps inc OS maps, appropriate for a task. |  |  |
| I can use 6 figure grid references. |  |  |
| I can make maps, graphs, plans etc during fieldwork. |  |  |
| I can explain why geographical issues happen and the affect it can have on different people and environments. |  |  |
| I can use digital technology during fieldwork to present findings. |  |  |

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| **Year 6: Geography AREs** | Children below expected standard | Date(s) taught |
| **Locational Knowledge** |  |  |
| I can name and locate countries of South America. |  |  |
| I can locate major cities of South America. |  |  |
| I can use key vocabulary to explain differences in the physical and human features of South America. |  |  |
| I can identify the Equator and Tropics and recognise their significance. |  |  |
| **Place Knowledge** |  |  |
| I can explain the physical and human characteristics of an area of South America. |  |  |
| I can compare human and physical features of our local landscape to a contrasting place in NW England. |  |  |
| **Human and Physical Geography** |  |  |
| I can describe what influences patterns in human and physical geography. |  |  |
| I can describe what has been done by humans to improve or damage the environment. |  |  |
| I can use key vocabulary to describe global issues e.g. biomes, vegetation |  |  |
| I can recognise different climate zones across the world. |  |  |
| I can see how differences in key global and local issues are being addressed. |  |  |
| **Geographical Skills and Fieldwork** |  |  |
| I can use and create different maps (with symbols) to explain my findings. |  |  |
| I can interpret a wider range of maps and geographical information. |  |  |
| I can collect and analyse data from observations. |  |  |
| I can critically consider mine and other people’s views on local and global, issues and events. |  |  |
| I can present findings from fieldwork in a variety of ways. |  |  |