

National Curriculum End of Key Stage Expectations – Years 1-6

By end of Key Stage 1 NC – Pupils should be taught to	Year 1	Year 2
understand basic subject-specific vocabulary relating to human and physical geography	See knowledge and understanding below...	See knowledge and understanding below...
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	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries explore maps of the local area 	<ul style="list-style-type: none"> use world maps, atlases at a range of scales and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use contents/index to locate country explore maps of the local area
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	<ul style="list-style-type: none"> use simple compass directions (N, S, E, W) and locational and directional language use control/programing of floor turtles etc. 	<ul style="list-style-type: none"> use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map use control/programing of floor turtles etc. to accurately plan routes
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	<ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> use simple field work and observational skills including simple sketches and using a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> use simple field work and observational skills including simple field sketches, maps and diagrams, use a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment
'I can' statements for		
Year 1		Year 2
I can show my knowledge, skills and understanding in studies at a local scale. I can recognise and make observations about physical and human features of localities. I can express my views on features of the environment of a locality. I can use resources that are given to me, and my own observations, to ask and respond to questions about places and environments.		I can show my knowledge, skills and understanding in studies at a local scale. I can describe physical and human features of places, and recognise and make observations about those features that give places their character. I can show an awareness of places beyond my own locality. I can express my views on the environment of a locality and recognise how people affect the environment. I can carry out simple tasks and select information using resources that are given to me. I can use this information and my own observations to help me ask and respond to questions about places and environments. I am beginning to use appropriate geographical vocabulary.

Locational knowledge

I can name and locate the world's seven continents and five oceans

I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

I understand 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

Human and physical geography

I can 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 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, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

I can 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

I can 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

I can 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

I can 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.

Key Skills Acquisition – Geography

By end of Key Stage 2 NC Geography – Pupils should be taught to	Y3	Y4	Y5	Y6
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none">use selected maps, atlases, globes and digital/ computer mapping to locate countriesuse key accuratelyuse contents/index to locate page quickly and accurately (ICT)	<ul style="list-style-type: none">use selected maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.use contents/index to locate position of location including page/coordinates	<ul style="list-style-type: none">use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.locate information/ place with speed and accuracyuse key to make deductions about landscape/ industry/ features etc.	<ul style="list-style-type: none">use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.locate information/ place with speed and accuracyuse key to make deductions about landscape/ industry/ features etc.
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	<ul style="list-style-type: none">use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK	<ul style="list-style-type: none">use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world	<ul style="list-style-type: none">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 UK and the wider world	<ul style="list-style-type: none">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 UK 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.	<ul style="list-style-type: none">use fieldwork to observe, measure and record including more detailed sketches and diagramsdraw maps more accuratelyconstruct questionnaire	<ul style="list-style-type: none">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 and graphs	<ul style="list-style-type: none">use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	<ul style="list-style-type: none">use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including

		<ul style="list-style-type: none">draw accurate maps and develop more complex keysshow questionnaire results in simple chart	<ul style="list-style-type: none">sketch maps, plans and graphs, and digital technologiesdraw in scaleshow accuracy of scaleconduct a land use survey	<ul style="list-style-type: none">sketch maps, plans and graphs, and digital technologies-show understanding of pattern/ movement/ changerecord measurement of river width/ depth/ velocity
Year 3/4			Year 5/6	
<p>I can use skills and sources of evidence to answer a range of geographical questions (Enquiry and skills).</p> <p>I am beginning to use appropriate language to describe and write about what I have learned (Enquiry and skills).</p> <p>I can show my knowledge, skills and understanding of my local area (Places).</p> <p>I can describe and compare the features of different places and explain why they are there (Places).</p> <p>I know that different places can have both similar and different features (Places).</p> <p>I can offer reasons for some of my ideas and for my views and judgements about places and environments (Patterns and processes).</p> <p>I can recognise how people try to improve and sustain environments (Environmental change).</p>			<p>I can use my knowledge and understanding to suggest suitable geographical questions (Enquiry and skills).</p> <p>I can use a range of geographical skills to help me investigate places and environments (Enquiry and skills).</p> <p>I can use primary and secondary sources of evidence in my investigations (Enquiry and skills).</p> <p>I can use appropriate language to describe and write about what I have learned (Enquiry and skills).</p> <p>I can show my knowledge, skills and understanding of a range of places and environments of different sizes and in different parts of the world (Places).</p> <p>I am beginning to recognise and describe geographical patterns (Patterns and processes).</p> <p>I am beginning to understand the importance of wider geographical location in understanding places (Patterns and processes).</p> <p>I can recognise and describe physical and human processes (Patterns and processes).</p> <p>I am beginning to understand how physical and human processes can change the features of places, and how these changes affect the lives and activities of people living there (Environmental change).</p> <p>I can explain my own views and the views that other people have about an environmental change (Environmental change).</p> <p>I can understand how people can both improve and damage the environment (Environmental change).</p> <p>I can explain my own views (Enquiry and skills).</p> <p>I am beginning to suggest relevant geographical questions and issues (Enquiry and skills).</p> <p>I can draw on my knowledge and understanding to select and use appropriate skills and ways of presenting information to help me investigate places and environments (Enquiry and skills).</p> <p>I can select information and sources of evidence (Enquiry and skills).</p> <p>I can suggest sensible conclusions to my investigations (Enquiry and skills).</p> <p>I can present my findings both graphically and in writing (Enquiry and skills).</p>	
By end of Key Stage 2 Locational knowledge I can 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 I can 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 I can 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 I 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 I can 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 Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can 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 I can 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.				