







Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge 	Pupils can name and locate three of the seven continents of the world	Pupils can name and locate the seven continents of the world	Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map	Pupils can confidently locate countries in Europe, North and South America on a map	Pupils can, mostly, locate countries of the world on a map	Pupils can confidently locate countries of the world on a map
	Pupils can name and locate two of the five oceans of the world	Pupils can name and locate the five oceans of the world	Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian	Pupils can identify at least 4 for 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	Pupils can identify most for 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	Pupils 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
	Pupils can name and locate three of the four countries of the United Kingdom	Pupils can name and locate the four countries of the United Kingdom	Pupils can, with increasing accuracy, locate cities of the United Kingdom	Pupils can locate the countries and capital cities of the United Kingdom	Pupils can locate counties and cities of the United Kingdom	Pupils can confidently locate counties and cities of the United Kingdom
	Pupils can name two of the four capital cities of the United Kingdom	Pupils can name the four capital cities of the United Kingdom				
Place Knowledge 	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography	Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography
	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography
Human and Physical Geography 	Pupils can identify seasonal patterns	Pupils can identify seasonal and daily weather patterns				
	Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles	Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles				
	Pupils are beginning to use basic geographical vocabulary to refer to human features	Pupils can use a wide range of basic geographical vocabulary to refer to human features	Pupils can describe a few aspects of physical geography	Pupils can describe an increased range of aspects of physical geography	Pupils can describe and understand an increasing variety of key aspects of physical geography	Pupils can describe and understand a wide range of key aspects of physical geography
		Pupils can use a wide range of basic geographical vocabulary to refer to physical features	Pupils can describe a few aspects of human geography	Pupils can describe an increased range of aspects of human geography	Pupils can describe and understand an increasing variety of key aspects of human geography	Pupils can describe and understand a wide range of key aspects of human geography
Geographical Skills and Fieldwork 	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately	Pupils can use maps, atlases and globes confidently to identify studied regions	Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
	Pupils can use simple compass directions with increasing accuracy	Pupils can use simple compass directions confidently	Pupils can use compass directions confidently to give and receive directions	Pupils are beginning to use eight points of a compass	Pupils can use most of the eight points of a compass	Pupils can confidently use the eight points of a compass
	Pupils can recognise some landmarks	Pupils can recognise landmarks				
	Pupils are beginning to devise a simple map	Pupils can devise a simple map with basic symbols in a key	Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key.	Pupils are beginning to use four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).	Pupils can mostly use four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)	Pupils can confidently use four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)
S & F using: sketch maps, plans and graphs, and digital technologies			Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area	Pupils can practise using fieldwork to observe, measure, record and present the human and physical features in the local area	Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area	Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods