

Statutory Geographical Knowledge		Geography Skills Statements
<ul style="list-style-type: none"> ✓ 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. ✓ Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics. E.G: key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some aspects have changed over time. ✓ Identify the position and significance of longitude, latitude, 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>Place Knowledge Human and Physical Geography Pupils should describe and understand key aspects of:</p> <ul style="list-style-type: none"> ✓ 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. 		<ul style="list-style-type: none"> ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of ordinance survey maps)to build knowledge of the united kingdom and the world. ✓ Use a wide range of geographical sources in order to investigate places and patterns. ✓ 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>Reading and Communication Skills Statements</p> <p>Reading</p> <ul style="list-style-type: none"> ✓ Listen to and discuss a wide range of texts ✓ Use the school and community libraries <p>Communication</p> <ul style="list-style-type: none"> ✓ Engage in meaningful discussions in all areas of the curriculum. ✓ Listen to and learn a wide range of subject specific vocabulary. ✓ Speak to small and larger audiences at frequent intervals. ✓ Debate issues and formulate well-constructed points. (Yr5/6)
<p>Year 3 (18 APS)</p>	<ul style="list-style-type: none"> • Pupils can locate the world's seven continents and five oceans. • Pupils can locate a given country using maps/atlas/globes. • Pupils can name the 4 countries in the United Kingdom and locate them on a map of the United Kingdom. • Pupils can locate topographical features E.g: hills, mountains, rivers, coasts using maps/atlas/globes. • Pupils know the terms equator, northern hemisphere, southern hemisphere. • Pupils know what these terms mean: vegetation belts, rivers, mountains, volcanoes and earthquakes • Pupils know what natural resources are. • Pupils know how land is used in different ways... village, town, city, industrial, vegetation belt, farming etc... 	<ul style="list-style-type: none"> • Pupils can relate to their place in the world. They understand the terms: village, town, city, county, country and continent. • Pupils can use atlases and maps to locate places in the United Kingdom and wider world. • Pupils can refer to sketch maps, plans and aerial photographs when describing locations and planning journeys. • Pupils use keys to locate features on maps. • Pupils create simple keys and use them to show geographical features on maps. • Begin to use appropriate geographical vocabulary
<p>Year 4 (21 APS)</p>	<ul style="list-style-type: none"> • Pupils can locate a given country or continent using maps/atlas/globes • Pupils can name countries and major cities in the UK. • Pupils can describe and locate topographical features E.g: hills, mountains, rivers, coasts using maps/atlas/globes. • Pupils know the terms longitude, latitude, equator, northern hemisphere, southern hemisphere. • Pupils know what these terms mean: vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Pupils know what natural resources are and can give examples. • Pupils can describe how land is used in different ways in different parts of the world. 	<ul style="list-style-type: none"> • Pupils show awareness of places beyond own locality • Pupils understand the terms; village, town, city, county, country and continent)and can give examples referring to maps/atlas and globes • Pupils can plan and describe a journey using maps and aerial photographs. • Pupils can use eight points of a compass to locate places on a map. • Pupils carry out simple fieldwork using maps, sketch maps, and photographs. • Pupils use and create keys to locate geographical features on maps. • Begin to use appropriate vocabulary to communicate findings.
<p>Year 5 (24 APS)</p>	<ul style="list-style-type: none"> • Pupils can locate a given continent, country and capital city using maps/atlas/globes • Pupils can name a selection of countries and cities, counties and towns in the UK. • Pupils can describe and locate topographical features E.g: hills, mountains, rivers, coasts using maps/atlas/globes. • Pupils can explain how topographical features change over time. E.g: Coastal Erosion • Pupils know the terms longitude, latitude, equator, and northern hemisphere, southern hemisphere the tropics of cancer and Capricorn, Arctic and Antarctic Circle. • Pupils can describe aspects of physical geography: vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Pupils can describe how land is used in different ways in different parts of the world giving examples. 	<ul style="list-style-type: none"> • Pupils have an increased awareness of a range of places and environments in different parts of the world. • Pupils begin to use four-figure grid references, symbols and keys to pinpoint locations on maps. • Pupils begin to use ordinance survey maps to pinpoint locations on a map. • Pupils carry out 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. • Pupils debate issues and formulate well-constructed points about geographical issues. • Pupils communicate findings using appropriate geographical vocabulary.
<p>Year 6 (27 APS)</p>	<ul style="list-style-type: none"> • Pupils can name and locate a selection of countries and cities, counties and towns in the UK. • Pupils can explain how topographical features change over time. E.g: Coastal Erosion, flooding etc.. • Pupils can explain the terms longitude, latitude, equator, and northern hemisphere, southern hemisphere the tropics of cancer and Capricorn, Arctic and Antarctic Circle. They know about time zones: the Prime/Greenwich Meridian and time zones (including day and night) • Pupils can describe aspects of physical geography: vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Pupils can describe how land is used in different ways in different parts of the world giving examples. • Pupils can comment on the distribution of natural resources in different parts of the world making simple comparisons. • Pupils know the difference between human and physical geography and can give examples. 	<ul style="list-style-type: none"> • Pupils have an increased awareness of a range of places and environments in different parts of the world. • Pupils make meaningful comparisons between their locality and a contrasting place in the world. • Pupils use four-figure grid references, symbols and keys to pinpoint locations on maps. • Pupils use ordinance survey maps to pinpoint locations on a map. • Pupils plan and carry out 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. • Pupils debate issues and formulate well-constructed points about geographical issues. • Present findings graphically and in writing using appropriate geographical vocabulary.

