

EXPECTATIONS YEAR 1	SEEN	SECURE
Locational Knowledge:		
Showing on a map which continents they live in.		
To know that a continent is a group of countries.		
Locating the four countries of the United Kingdom (UK) on a map of this area.		
To know that 'UK' is short for United Kingdom.		
To know that the United Kingdom is made up of four countries and their names.		
Place Knowledge:		
Naming some of the differences and similarities between their local area and a small area of a contrasting non-European country.		
Human and Physical Geography:		
Describing how the weather changes with each season in the UK		
Describing the daily weather patterns in their locality		
Confidently using the vocabulary 'season' and 'weather'		
To know the four seasons of the UK		
To know that 'weather' refers to the conditions outside at a particular time		
To know that weather conditions can be measured and recorded		
Recognising some physical features in their locality		
To know that physical features mean any feature of an area that is on the Earth naturally		
Recognising some human features in their locality		
To know that human features means any feature of an area that was made or built by humans		
Geographical Skills and Fieldwork:		
Beginning to use an atlas to locate the four capital cities of the UK		
Using directional language to describe the location of objects in the classroom and playground		
Beginning to use the compass points (N, S, E, W) to describe the location of features on a map		
Recognising local landmarks on aerial photographs.		

Recognising human and physical features on aerial photographs		
Drawing freehand maps (of real or imaginary places) using simple pictures or symbols		
Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features		
Adding labels to sketch maps		
Using simple picture maps and plans to move around the school		

EXPECTATIONS YEAR 2	SEEN	SECURE
Locational Knowledge:		
To be able to locate and name the seven continents of the world		
To be able to locate and name the five oceans of the world		
Locating the capital cities of the four countries of the UK on a map of this area		
Identifying characteristics (both human and physical) of the four capital cities of the UK		
To name some characteristics of the four capital cities of the UK		
To know the four capital cities of the UK		
Place Knowledge:		
To know that life elsewhere in the world is often different to ours.		
To know that life elsewhere in the world often has similarities to ours.		
Describing and beginning to explain some key similarities and differences between their local area and a small area of a contrasting non-European country.		
Describing what physical features may occur in a hot place in comparison to a cold place		
Human and Physical Geography:		
Locating some hot and cold areas of the world on a world map.		
Locating the Equator and North and South Poles on a world map.		
To know that the Equator is an imaginary line around the middle of the Earth.		
Describing and understanding the differences between a city, town and village.		
To know some key human features of the UK		
Geographical Skills and Fieldwork:		
Using an atlas to locate the four capital cities of the UK.		
Using a world map, globe and atlas to locate the world's five oceans and seven continents.		

Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.		
Recognising landmarks of a city studied on aerial photographs and plan perspectives.		
Recognising human and physical features on aerial photographs and plan perspectives.		
Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field)		
Using an aerial photograph to draw a simple sketch map using basic symbols for a key.		

EXPECTATIONS YEAR 3	SEEN	SECURE
Locational Knowledge:		
Locating some key physical features in countries studied on a map including significant environmental regions.		
Locating some key human features in countries studied.		
Locating the world's most significant mountain ranges on a world map and identifying any patterns.		
Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'		
To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.		
To know the main types of land use.		
To know some types of settlement.		
Identifying the position and significance of both the Arctic and Antarctic circle.		
To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle		
Place Knowledge:		
Describing and beginning to explain similarities between two regions studied.		
Describing and beginning to explain differences between two regions studied.		
Describing how and why humans have responded in different ways to their local environments.		
Discussing how climates have an impact on trade, land use and settlement.		
Explaining what measures humans have taken in order to adapt to survive in cold places.		
To know the negative effects an earthquake can have on a community.		
To know ways in which communities respond to earthquakes.		
Human and Physical Geography:		
Understanding some of the causes of climate change		
Describing where volcanoes, earthquakes and mountains are located globally.		

To know the different types of mountains and volcanoes and how they are formed.		
To know that an earthquake is the intense shaking of the ground.		
To know that climate zones are areas of the world with similar climates.		
To know the world's different climate zones.		
To know the main types of land use.		
To know the different types of settlement		
Geographical Skills and Fieldwork:		
Beginning to use maps at more than one scale		
Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.		
Finding countries and features of countries in an atlas using contents and index.		
Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.		
Using a simple key on their own map to show an example of both physical and human features.		

EXPECTATIONS YEAR 4	SEEN	SECURE
Locational Knowledge:		
Locating some countries in Europe and North and South America using maps.		
Locating some major cities of the countries studied.		
Locating some of the world's most significant rivers and identifying any patterns.		
To know where North and South America are on a world map.		
To know the names of some of the world's most significant rivers.		
To know that biomes are areas of the world with similar climates, vegetation and animals.		
To know the world's biomes.		
To know vegetation belts are areas of the world which are home to similar plant species.		
To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.		
Place Knowledge:		
Describing and beginning to explain similarities between two regions studied.		
Describing and beginning to explain differences between two regions studied.		
Describing how and why humans have responded in different ways to their local environments.		
Discussing how climates have an impact on trade, land use and settlement.		
Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.		
To know the negative effects of living near a volcano.		
To know the positive effects of living near a volcano.		
Human and Physical Geography:		
Describing where volcanoes, earthquakes and mountains are located globally.		
Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had		

an impact upon the surrounding landscape and communities.		
Describing how humans use water in a variety of ways.		
To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.		
To know the courses and key features of a river.		
To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation, and wildlife.		
To know the world's biomes.		
To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.		
To know that climates can influence the foods able to grow.		
To know the threats to the rainforest both on a local and global scale.		
To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.		
To know the UK grows food locally and imports food from other countries.		
Geographical Skills and Fieldwork:		
Beginning to use maps at more than one scale.		
Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.		
Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.		
Finding countries and features of countries in an atlas using contents and index.		
Beginning to locate features using the 8 points of a compass.		
Saying which directions are N, S, E, W on an OS map.		
Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.		

EXPECTATIONS YEAR 5	SEEN	SECURE
Locational Knowledge:		
Locating major cities of the countries studied.		
Locating key physical features in countries studied on a map.		
Locating key human features in countries studied.		
Identifying significant environmental regions on a map.		
Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.		
To know the name of many countries and major cities in Europe and North and South America.		
To know the location of key physical features in countries studied.		
To name and describe some of the world's vegetation belts (ice cap, tundra, coniferous forest, deciduous forest, evergreen forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).		
Place Knowledge:		
Describing and explaining similarities between two environmental regions studied.		
Describing and explaining differences between two environmental regions studied.		
Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.		
Understanding how climates impact on trade, land use and settlement.		
To know some similarities and differences between the UK and a European mountain region.		
To know why tourists visit mountain regions.		
Human and Physical Geography:		
Describing and understanding the key aspects of the six biomes.		
Describing and understanding the key aspects of the six climate zones.		
To know why the ocean is important.		

Recognising geographical issues affecting people in different places and environments.		
Describing and explaining how human can impact the environment both positively and negatively, using examples.		
Geographical Skills and Fieldwork:		
Confidently using and understanding maps at more than one scale.		
Using atlases, maps, globes and digital mapping to locate countries studied.		
Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.		
Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution)		
Using models and maps to talk about contours and slopes.		
Selecting a map for a specific purpose.		

EXPECTATIONS YEAR 6	SEEN	SECURE
Locational Knowledge:		
Locating major cities of the countries studied.		
Locating key physical features in countries studied on a map.		
Locating key human features in countries studied.		
Identifying significant environmental regions on a map.		
Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.		
Locating many counties in the UK.		
Identifying key physical and human characteristics of the geographical regions in the UK.		
Understanding how land-use has changed over time using examples.		
To know the name of many counties in the UK.		
To know the name of many cities in the UK.		
To know that London and the South East regions have the largest population in the UK.		
Place Knowledge:		
Describing and explaining similarities between two environmental regions studied.		
Describing and explaining differences between two environmental regions studied.		
Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.		
Using maps to explore wider global trading routes.		
Human and Physical Geography:		
Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.		
Describing and understanding economic activity including trade links.		
Suggesting reasons why the global population has grown significantly in the last 70 years.		
Describing the 'push' and 'pull' factors that people may consider when migrating.		

To know the global population has grown significantly since the 1950s		
To know migration is the movement of people from one country to another.		
To know some negative and positive impacts of humans on the environment.		
Geographical Skills and Fieldwork:		
Confidently using and understanding maps at more than one scale.		
Using atlases, maps, globes and digital mapping to locate countries studied.		
Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.		
Using the scale bar on a map to calculate distances.		
Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.		
Beginning to use thematic maps to recognise and describe human and physical features studied.		
Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.		
Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.		
Confidently locating features using the 8 points of a compass.		
Planning a journey to another part of the world using six figure grid references and the eight points of a compass.		