



Reception	<p>Children able to:</p> <ul style="list-style-type: none"> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Year 1	<p>Children able to:</p> <ul style="list-style-type: none"> identify the four countries of the UK and their capital cities. Identify the continents and major world oceans. Show awareness of basic human and physical features Use basic observational fieldwork skills. <p>Understand seasonal and common weather patterns in the UK and around the world.</p>
Year 2	<p>Children able to:</p> <ul style="list-style-type: none"> identify the four countries of the UK and their capital cities. Identify the continents and major world oceans. Use simple compass directions and directional language. Begin to identify key areas on maps and basic map symbols Identify simple human and physical features. Use geographical language with increasing confidence. Compare an area of the UK to a non-European country. Use observational skills to map a small area. <p>To create basic maps</p>
Year 3	<p>Children able to:</p> <ul style="list-style-type: none"> Name and locate some of the counties and cities in the UK. Name and locate some of the countries in Europe. Locate Italy and compare human and physical features of a region with the local area/region. To use Geographical language with increasing confidence. To describe and understand key features of earthquakes and volcanoes. To identify most symbols on OS maps. To begin to use 4-digit grid references. To use basic fieldwork to record human features of the local area.
Year 4	<p>Children able to:</p> <ul style="list-style-type: none"> Name and locate some of the world’s major rivers. Name and locate the world’s major mountains and mountain ranges. Name and locate some South American countries. Name and locate the equator, hemispheres, and tropics. Identify key physical features of the UK. To compare human and physical features of the local region with a South American region. To describe and understand key features of mountains, rivers, and the water cycle. To recognise OS map symbols, including contour lines. To use 4 figure grid references. To use the 8 points of the compass. To use basic fieldwork to record physical features of the local area.



Year 5	<p><u>Children able to:</u></p> <ul style="list-style-type: none"> • Name and locate land-use patterns in the UK. • Identify the position and significance of longitude and latitude. • To compare key features of a region in the UK with a North American region. • To recognise OS map symbols, including contour lines. • To begin to use 6 figure grid references. • To use the 8 points of the compass. • To understand climate zones. • To understand the distribution of natural resources and economic trade. • To use basic fieldwork to record human features of the local area.
Year 6	<p><u>Children able to:</u></p> <ul style="list-style-type: none"> • To understand the arctic and Antarctic circles. • To compare key features of the local area with an area outside Europe. • To recognise OS map symbols, including contour lines. • To use 6 figure grid references. • To use the 8 points of the compass. • To understand climate zones. • To use basic fieldwork to record physical features of the local area. • To identify key physical features of the world's landscape. • To understand how humans have influenced the world's landscape. <p>To have a good understanding of the similarities and differences between different place around the world.</p>