

Highlight the statements that most of the class have achieved as you teach them.

Geographical Enquiry					
Writing opportunities for all year groups: Description, Poster, Fact File, Leaflet/Brochure, Letter/Email, Narrative, Diary Entry, Blog Post, Play Script, Newspaper Report etc.					
Y1	Y2	Y3	Y4	Y5	Y6
<p>National Curriculum Statutory areas:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use simple compass directions such as North, South, East and West Understand geographical similarities and differences through studying a small area of the UK compared to a contrasting non-European countries Identify seasonal and daily weather patterns 	<p>National Curriculum Statutory areas:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capitals of the UK and its surrounding areas Identify the locations of hot and cold areas of the world in relation to the equator and the North and South Poles Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<p>National Curriculum Statutory areas:</p> <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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand 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 Physical geography, including: climate zones 	<p>National Curriculum Statutory areas:</p> <ul style="list-style-type: none"> 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 Understand 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 Physical geography, including: biomes and vegetation belts. 	<p>National Curriculum Statutory areas:</p> <ul style="list-style-type: none"> 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 Understand 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 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 Physical geography, including: rivers, mountains and the water cycle 	<p>National Curriculum Statutory areas:</p> <ul style="list-style-type: none"> Understand 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 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 Physical geography, including: volcanoes and earthquakes
Key Stage 1 - Key Vocabulary*			Key Stage 2 - Key Vocabulary*		
Physical Geography		Human Geography		Physical Geography	
beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, equator, north and south pole north, south, east and west, near, far, left, right *Vocabulary taken from the National Curriculum Programme of Study.		city, town, village, factory, farm, house, office, port, harbour, shop		river mouth, river source, meander, flood plains, beach, cliffs, stacks, caves, erosion, deposition, climate, weather, mountains, volcanoes, earthquake, latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, water cycle, vegetation belts north, north east, east, south east, south, south west, west, north west	
				settlement, land use, natural resources, trade, economic activity	

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Geography – Enquiry & Skill Assessment Grid

Y1	Y2	Y3		Y4		Y5	Y6
Enquire about a place - What is this place like?	Enquire about a place - What is this place like? What and who will I see in this place? Why are these people here and what are they doing?	Enquire about place - Which physical and human features does a place have?		Enquire about place - Which physical and human features does a place have?		Enquire about place - Which physical and humans does a place have?	
		Understand why human and physical features are there.		Understand why human and physical features are there.		Understand why human and physical features are there.	
				Predict about place - what will this place be like in the future?		Predict about place - what will this place be like in the future? Give reasons and evidence.	
				Collect statistics about a people and places and map land use of a location (e.g. leisure, residential)		Collect statistics about a people and places and map land use of a location (e.g. leisure, residential)	
Give opinions about a place - What I like and dislike.	Give opinions with reasons about a place - What I like and dislike.	Give different points of view on environmental issues affecting a place.	Writing opportunity - Argument/ persuasion.	Give different points of view on environmental issues affecting a place and give opinion with reason about the issue.	Writing opportunity - letter/ email	Give different points of view on environmental issues affecting a place and give opinion with reason about the issue.	Writing opportunity - letter/ email
		Find out about places and features in those places through observation and looking at information sources.		Find out about places and features in those places through observation and deciding the best sources of information to look at.		Find out about places and features in those places through observation and deciding the best source of information to look at.	
Use different representations to describe a place - words and pictures	Use different representations to describe a place - words, pictures, graphs and tables.	Use different representations to describe a place - writing, images, charts, graphs, tables, scales.		Use different representations to describe a place - writing, images, charts, graphs, tables, scales.		Use different representations to describe a place - writing, images, charts, graphs, tables, scales.	
		Present what I have found - using written communication and ICT.		Present what I have found - using written communication and ICT.		Present what I have found - using written communication and ICT.	

Geography – Enquiry & Skill Assessment Grid

Highlight the statements that most of the class have achieved as you teach them.

Geography skills					
Y1	Y2	Y3	Y4	Y5	Y6
		Use the terms physical and human accurately and describe features.	Use the terms physical and human accurately and describe features.	Understand how the physical features of a location can effect human activity and give examples of this.	
Describe places using geography words such as physical and human.	Describe places using geography words such as natural and built.	Describe places using geography words with increasing confidence (see word list).	Describe places using geography words confidently (see word list).	Describe places using geography words confidently (see word list).	
Mark on a map of the British Isles place of residence and any other locations learnt about.	Mark on a map of the British Isles place of residence and any other locations learnt about.				
Mark on a map of the world, the British Isles, country of birth (if different) and any other locations learnt about.	Mark on a map of the world, the British Isles, country of birth (if different) and any other locations learnt about.				
Mark on a map of the local area, the location of the school.	Mark on a map of the local area, the location of the school and any other feature known.				
Use books, stories and other information to find out about places.	Use books, stories and other information to find out about places and keep it in an organised way.	Use the internet to help find out about a location, including aerial photograph (google earth).	Use the internet to help find out about a location, including aerial photograph (google earth).	Use the internet to help find out about a location, including aerial photograph (google earth).	
Draw a map of the classroom (bird's eye view).	Draw a map of things seen in a place visited.	Draw maps and plans of places studied.	Draw maps and plans of places studied.	Draw maps and plans of places studied.	
	Label map - Geography words including NWSE.	Use grid references, keys and scale (e.g 1square = 1KM)	Use grid references, keys and scale (e.g 1square = 1KM)	Use grid references, keys and scale (e.g 1square = 1KM)	
	Use grid references and key on map.			Use appropriate color coding to show patterns.	
Make drawings of an area being learnt about.	Make drawings of an area being learnt about.	Make detailed sketches of the features of a location.	Make detailed sketches of the features of a location, label with appropriate geography words.	Make detailed sketches of the features of a location and combine them with digital images, labelling with appropriate geography words.	
Use digital photographs of a place and use them to help describe a place.	Use digital photographs of a place and use them to help describe a place.		Use aerial photographs to help describe a location in more detail.	Use aerial photographs to identify patterns (e.g. industry around rivers, ports, etc.)	
			Identify buildings and land use by using aerial photographs.		
		Create questionnaires to find out local opinions on an issue.			
		Use the contents and index of an Atlas to find places.	Use the contents and index of an Atlas to find places.	Use the contents and index of an Atlas to find places.	
		Plan a route using 8 points of the compass.			
			Make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT.)	Make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT.)	
				Use knowledge of time zones to work out journey times around the world.	
				Understand scales of maps (e.g. 1:25000 - 1 cm represents 25000 cm in real life.)	