

Subject Specific-Skills: Age-related expectations in Geography

Year	Knowledge and Understanding of Places	Geographical Skills and Enquiry	Human and Physical Geography
Nursery	To be able to: <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Understanding the world) Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Understanding the world) 		
Reception	To be able to: <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. (Understanding the world) They talk about the features of their own immediate environment and how environments might vary from one another (Understanding the world) 		
1	To be able to: <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (Here I am) Name and locate the world's seven continents and five oceans (Where we are) 	To be able to: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify where this city is compared to where the pupils live (Where we are) Use fieldwork and observational skills (maps, landmarks, types of buildings and observing the difference between human and physical geography) based on your school and grounds (Here I am) 	To be able to: <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a non-European country (There you are) Compare previous study of the UK with a contrasting European place (rural vs urban) (There you are)
2	To be able to: <ul style="list-style-type: none"> Locate the Equator, North and South Poles and the relevant weather and seasonal patterns linked to them (Hot and cold deserts) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Hot and cold deserts) 	To be able to: <ul style="list-style-type: none"> Use simple compass directions and locational and directional language to describe the location of features and routes on a map (Mini Mappers) Devise a simple map and use and construct basic symbols in a key (Mini Mappers) Devise your own simple map with symbols and a key (Mini Mappers) 	To be able to: <ul style="list-style-type: none"> Carry out a local study of key human and physical features and landmarks in your local area (Mini Mappers) Identify key physical features of Antarctica including glaciers, icebergs, ice caves and Ice Mountains (Hot and cold deserts) Identify key physical features of the Sahara Desert including an oasis, sand dunes and salt flats (Hot and cold deserts)
3	To be able to: <ul style="list-style-type: none"> Name and locate the counties and cities of the United Kingdom (United Kingdom). Locate the world's countries, using maps to focus on two contrasting European countries (Looking at Europe) Locate the world's countries, using maps to focus on North America (Investigating mountains and volcanoes) 	To be able to: <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area (United Kingdom). Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied (Looking at Europe) 	To be able to: <ul style="list-style-type: none"> Identify the key features of a volcano such as the crust, mantle, vent, tectonic plates, lava, volcanic ash and the magma chamber (Investigating mountains and volcanoes) Identify key geographical regions within the UK including the key human and physical characteristics such as Ben Nevis, Scafell Pike, Snowdon (United Kingdom) Identify the different types of volcanoes you can have (active, dormant and extinct) (Investigating mountains and volcanoes).
4	To be able to: <ul style="list-style-type: none"> Identify where South America is, the countries within it including the key 	To be able to: <ul style="list-style-type: none"> Use technology (such as analysing weather patterns) to investigate the rainforest 	To be able to: <ul style="list-style-type: none"> Investigate the climate zones that make up Brazil (equatorial, tropical, highland tropical, subtropical and semi-arid) (A village in

	<p>cities (Sao Paulo, Buenos Aires, Rio de Janeiro, Bogota, Lima) and the surrounding seas (A village in Brazil).</p> <ul style="list-style-type: none"> Locate Japan using maps concentrating on the key physical characteristics and major cities (Earthquakes). 	<p>(Rainforests)</p> <ul style="list-style-type: none"> Use technology to record data and consider the role development plays (Earthquakes) 	<p>Brazil)</p> <ul style="list-style-type: none"> Understand the key physical characteristics of a rainforest such as understory, canopy, forest floor, emergent layer, vines (lianas), buttress roots and timber (Rainforests). Understand the key physical characteristics of an earthquake magnitude, epicentre, Richter scale, seismometer, after shock, tremors, fault lines and seismic waves (Earthquakes)
5	<p>To be able to:</p> <ul style="list-style-type: none"> Identify the position and significance of lines of latitude and longitude (Climate across the world) Identify the position and significance of the lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (Investigating world trade) 	<p>To be able to:</p> <ul style="list-style-type: none"> Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (Investigating water) Use maps, atlases and globes to locate the countries studied (Investigating world trade) Carry out fieldwork within their local supermarket in order to see where food comes from by creating surveys and going to their supermarket and analysing where food comes from and talking to customers. (Investigating world trade) 	<p>To be able to:</p> <ul style="list-style-type: none"> Learn about the water cycle (hydrological cycle) and our use of water (investigating water) Looking at our land use in different climate zones for example how someone might use the land in a polar climate zone compared to a tropical climate zone (Climate across the world) Key features and issues relating to water such as water cycle, flooding, oxbow lake. (investigating water)
6	<p>To be able to:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps (Improving the environment: Access for all) 	<p>To be able to:</p> <ul style="list-style-type: none"> Geographical study and investigation based on a question. Such as: As a member of the local council what would you build on this land in our local area and why? (I am a geographer) 	<p>To be able to:</p> <ul style="list-style-type: none"> Think about human geography, land use, types of settlement, our effect on the environment in your local area (Improving the environment: access for all) Think about settlement use and why people move (push/pull factors) and human/physical features that affect that (Living on the edge)