Subject Specific-Skills: Age-related expectations in Geography

Year	Knowledge and Understanding of Places	Geographical Skills and Enquiry	Human and Physical Geography
1	To be able to: • Name the 4 countries of the UK and <u>locate</u> them on a map **(England, Northern Ireland, Scotland, Wales)** • Name some of the main towns and cities of the UK **(Manchester)**	To be able to: • Explain where I live and tell someone my address **(Abbey Hey, Gorton)** • Explain how to navigate around my school using maps, directions and simple grid references **(Abbey Hey Primary Academy)**	To be able to: • Keep a weather chart and answer questions about the weather in my local area **(Gorton)** • Explain the uses of the facilities in the surrounding areas of my school **(Playing fields, main school building, Debdale Park, shops)**
	Traditional Tales with a Twist	Space	Space
2	To be able to: • Describe weather patterns of a place outside Europe using geographical words. **(Cuba)** • Name some places with extreme weather climates including the poles and the equator **(Arctic and Antarctica)**.	To be able to: • Describe the key features of a place from a picture using geographical words linked to my topics **(Formby Beach)** • Find where I live on a map of the UK **(Abbey Hey, Manchester)** • Identify which continent cocoa is produced and locate the continents on a map **(South America, Africa)**	To be able to: • Identify key physical features of an area – sea, cliff, beach, river **(Formby Beach)** • Explain the facilities that a village, town or city may need (with reasons). • Explain how the climate in other places is similar and different to where I live **(Arctic and Antarctica)** • Say what I like and don't like about the place I live in and about a different place **(Manchester and Cuba)**
	Land Ahoy	Beachcomber Towers Tunnels Muck, Mess and Mixtures	Beachcombers The Snowman Land Ahoy
3	To be able to: • Name and locate some of the world's most famous volcanoes **(Vesuvius and Mount St Helens)**. • Name countries in the Northern Hemisphere. **(European countries involved in WW1)** • Name and locate major rivers in the UK **(River Thames)**	To be able to: • Use the correct geographical words to describe the course of a river **(River Tame)**. • Use symbols and a key to make a map of a route I have followed. **(River Tame)** • Use 4-figure grid references on a map **(River Tame)** • Use an atlas by using the index to find places **(Serbia)**.	To be able to: • Describe how volcanoes are created **(Vesuvius)** • Explain why many cities are situated close to rivers **(River Thames)** • Explain why people are attracted to live by rivers **(River Thames)**. • Explain the course of a river local to me **(River Tame)**.
	Volcanoes Rivers WW1	WW1 Rivers	Volcanoes Rivers
4	To be able to: • Name some of the states of the USA **(California, Utah)**. • Name and locate all of the world's oceans in an Atlas **(Pacific, Atlantic, Indian, Arctic, Southern Ocean)**.	To be able to: • Plan a journey to place in the USA **(Disneyland, California)** • Find at least 6 capital cities on a European map **(Paris, London, Warsaw, Berlin, Moscow, Brussels)** • Locate some of the world's largest mountain ranges **(Andes)**	To be able to: • Carry out research to learn about how the location of countries contributed to the timeline of WW1 **(Germany)** • Explain why people may be attracted to live in cities where tourism is an important industry **(Grand Canyon, Utah)**. • To describe how mountains are formed **(Andes)** • Explain how physical features create employment opportunities for local people **(Andes)**
	Road Trip USA The Deep Blue Sea	Road trip USA WW1 Mighty Mountains	WW1 Road Trip USA Mighty Mountains
5	To be able to:	To be able to:	To be able to:

	• Name and locate some of the world's most famous rivers in an atlas **(River Nile)** • Name some of the cities with high population densities in the UK **(Manchester)**	• Plan a journey to a place in another part of the world taking account of distance and time **(Russia)** • Use 6 figure grid references to build a knowledge of the wider world **(Russia)** • Analyse political maps to show population growth **(Manchester)**	• Identify features of different types of settlements – towns, city, villages **(Stockport, Manchester and Grasmere, Lake District)** • Explain the facilities that a village, town and city may need and give reasons. **(Stockport, Manchester and Grasmere, Lake District)** • Explain how other settlements are similar / different to where I live. **(Grasmere, Lake District)** • To explain the course of a river **(River Tame)**
	Manchester: The Place to Bee Beast Creators	Alchemy Island Beast Creators	Beast Creators Manchester: The Place to Bee
6	To be able to: • Name the largest desert in the worlds and locate desert regions in an atlas **(Arctic and Antarctica)** • Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. **(Arctic, Antarctica, Tropic of Cancer and Tropic of Capricorn)**	To be able to: • Use Ordnance Survey symbols and 6-figure grid references to explore topography **(Peak District)** • Use maps, aerial photographs, pans and e-resources to describe a locality **(Peak District)** • Draw conclusions about population growth of cities in the UK **(London)**	To be able to: • Describe how some places are similar and different in relation to their human and physical features **(Arctic and Antarctica)** • Use geographical language accurately to describe the human and physical features of places I have learned about **(Peak District)** • Analyse human lifestyle and make predictions about our environment in the future **(London)**
	Frozen Kingdom	Frozen Kingdom Darwin's Delight	Frozen Kingdom Victorians Darwin's Delight