

East Worlington Primary School- Geography Overview

	<u>Locational Knowledge</u>	<u>Human and Physical Geography</u>	<u>Communicating geographical knowledge</u>	<u>Geographical skills</u>
<b>Year 1 and Year 2</b>	<p>Pupils can name and locate three of the seven continents of the world</p> <p>Pupils can name and locate two of the five oceans of the world</p> <p>Pupils can name and locate three of the four countries of the United Kingdom</p> <p>Pupils can name two of the four capital cities of the United Kingdom</p> <p>Pupils can name and locate the seven continents of the world</p> <p>Pupils can name and locate the five oceans of the world</p> <p>Pupils can name and locate the four countries of the United Kingdom</p> <p>Pupils can name the four capital cities of the United Kingdom</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography</p>	<p>Pupils can identify seasonal patterns</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features</p> <p>Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features</p>	<p>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately</p> <p>Pupils can use simple compass directions with increasing accuracy</p> <p>Pupils are recognising landmarks with increased accuracy</p> <p>Pupils are beginning to devise a simple map</p> <p>Pupils can use maps, atlases and globes confidently to identify studied regions</p> <p>Pupils can use simple compass directions confidently</p> <p>Pupils can recognise landmarks</p> <p>Pupils can devise a simple map with basic symbols in a key</p>
<b>Year 3, 4 and 5</b>	<p>Pupils can confidently locate countries in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom and are beginning to identify counties</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Pupils can confidently locate countries</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in</p>	<p>Pupils can describe an increased range of aspects of physical geography</p> <p>Pupils can describe an increased range of aspects of human geography</p> <p>Pupils can describe an increased range of aspects of physical geography</p> <p>Pupils can describe an increased range of aspects of human geography</p> <p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p> <p>Pupils can describe and understand an increasing variety of key aspects of human geography</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p> <p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries</p>

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<p>in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom and are beginning to identify counties</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Pupils can, mostly, locate countries of the world on a map</p> <p>Pupils can, mostly, locate counties and cities of the United Kingdom</p> <p>Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Pupils can identify aspects of the physical and human geography that have changed over time</p>	<p>physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography</p>		<p>and describe features studied</p> <p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p> <p>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>
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	<u>Locational Knowledge</u>	<u>Human and Physical Geography</u>	<u>Communicating geographical knowledge</u>	<u>Geographical skills</u>
<b>Year 6</b>	<p>Pupils can confidently locate countries of the world on a map</p> <p>Pupils can confidently locate counties and cities of the United Kingdom</p> <p>Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Pupils can confidently identify how aspects of the physical and human geography have changed over time</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography</p>	<p>Pupils can describe and understand a wide range of key aspects of physical geography</p> <p>Pupils can describe and understand a wide range of key aspects of human geography</p>	<p>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>