

Geography Curriculum September – KS2

	Year 3
To investigate places	<ul style="list-style-type: none"> • I am beginning to ask and answer geographical questions about the physical and human characteristics of a location. • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe some features. • I am beginning to use fieldwork to observe and record the human and physical features in the local area. • I can use resources to identify the key physical and human features of a location. • I can name and locate some counties and cities of the United Kingdom, geographical regions and some of their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • I am beginning to name and locate the countries of Europe and identify their main physical and human characteristics.
To investigate Patterns	<ul style="list-style-type: none"> • I am able to name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones• Describe geographical similarities and differences between countries. • I am beginning to describe how the locality of the school has changed over time.
To communicate geographically	<p>I am beginning to describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

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	Year 4
To investigate places	<ul style="list-style-type: none"> • I can ask and answer geographical questions about the physical and human characteristics of a location. • I am able to explain own views about locations, giving reasons. • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • I am able to use a range of resources to identify the key physical and human features of a location. • I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • I can name and locate the countries of Europe and identify their main physical and human characteristics.
To investigate Patterns	<ul style="list-style-type: none"> • I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • I am able to describe geographical similarities and differences between countries. • I am able to describe how the locality of the school has changed over time.
To communicate geographically	<p>I can describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

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	Year 5
To investigate places	<ul style="list-style-type: none"> • I can collect and analyse statistics and other information and am beginning to draw conclusions about locations. • I can identify the physical features that affect the human activity within a location. • I am beginning to use a range of geographical resources to give descriptions of the characteristic features of a location. • I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. • I can analyse the effectiveness of different geographical representations of a location. • I can name and locate some of the countries and cities of the world and some of their identifying human and physical characteristics. Including hills mountains rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time. • I am beginning to be able to name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	<ul style="list-style-type: none"> • I am beginning to be able to identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • I am beginning to understand some of the reasons for geographical similarities and differences between countries. • I can describe how locations around the world are changing • I can identify geographical diversity across the world. • I am beginning to describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically	<p>I am beginning to describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

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	Year 6
To investigate places	<ul style="list-style-type: none"> • I can collect and analyse statistics and other information in order to draw clear conclusions about locations. • I am able to identify and describe how the physical features affect the human activity within a location. • I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • I use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • I analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics. Including hills mountains rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time. • I can name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	<ul style="list-style-type: none"> • I am able to identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • I understand some of the reasons for geographical similarities and differences between countries. • I can describe how locations around the world are changing and explain some of the reasons for change. • I describe geographical diversity across the world. • I describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically	<p>I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

