***CAPTAIN WEBB PRIMARY SCHOOL***

***Geography Curriculum – Key Skills and Knowledge***

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| ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| ***Geographical Knowledge*** |
| *Can they find where they live on a map of the UK?**Can they point out the north pole and south pole are on a globe or atlas?**Can children use positional vocabulary to describe where they are going or where something is located e.g. ‘near, far, left, right and behind’?**Can children discuss what they can see on an aerial map?**Can children draw a simple map, using basic symbols as a key?****Challenge****Can children locate places where animals are endangered?* | *Build on KS1 knowledge –* *Can children describe where countries are in relation to the North and South pole?**Can they identify the four countries making up the United Kingdom?* *Can children identify the capital cities of these places?**Can they name the continents of the world and find them in an atlas/on a map or globe?* *Can they name the world’s oceans and find them in an atlas/on a map or globe?**Can they point out where the equator is?**Can children discuss which places are hot and cold based on their position near the equator?**Can children identify where the Amazon Rainforest is in comparison to the equator?**Can children use positional language such as North, East, South and West to describe where things are or where they are going?**Can children find and discuss where they’re going on a map, using known routes?**Can children construct a map and choose the most suitable symbols for a map key?****Challenge*** | *Can they use maps and atlases to locate continents and specific countries?**Can they name a number of countries in the Northern Hemisphere?**Can they name and locate some well-known European countries?**Can children find and name rivers in the UK?**Can children locate the longest rivers in the world?**Can they use maps and atlases to locate volcanoes, naming where they are in the world?****Challenge*** | *Can they locate and name neighbouring countries and cities around Shropshire?**Can they locate the USA and Canada on a world map, globe and in an atlas?**Can they locate the Tropic of Cancer and the Tropic of Capricorn on a map?* *Can they use appropriate symbols to represent different physical features on a map?* *Can they recognise the 8 points of the compass?**Can they use 4 figure grid references to locate positions on a map?****Challenge****Can they design the map of a native American settlement and use appropriate symbols and keys?* | *Can they name and locate many of the world’s major rivers on maps?* *Can they locate and name, counties and cities around the UK on a map, globe and in an atlas? Can they describe these place locations in comparison to other countries/cities?**Can they use different types of maps to locate towns and describe locational features?* *Can they use the 8 points of a compass to describe a planned route?**Challenge**Can they begin to recognise the climate of a given country according to its location on the map?* | *Can they identify and name the Arctic Circle and Antarctic on a map, globe and in an atlas?* *Can they locate the Northern hemisphere, Southern hemisphere, equator and lines of longitude and latitude on a map?**Can they locate and name the main countries of Europe and explain why and how countries changed as a result of a major world event (WW1)?* *Can they locate Mexico on a map, along with its capital city and various geographical features?**Can they use accurate keys and symbols when looking at OS maps?* *Can they use 6 figure grid references to describe places and journeys?* ***Challenge*** |
| ***Physical Geography*** |
| *Can they use geographical language to describe places on a world map (desert, sea, jungle)?**Can they describe a place outside Europe using geographical words e.g. ‘season, weather’?**Can they explain the main features of a hot and cold place?* *Can they find some hot and cold places on a map?**Can they explain how the weather changes with each season? (Science cross curricular link)**Can children begin to describe the differences between the UK and a non-European country (memory box/Mexico)?****Challenge*** | *Can children identify physical features of the local area on an aerial map?**Can children identify certain the characteristics of England, Scotland, Wales and Ireland (castles)?**Can they name key physical features associated with a town near the beach e.g. ‘beach, cliff, ocean and mountain’?**Can children label images using physical geographical language? (Science link – habitats)****Challenge*** | *Can they talk about some of the world’s most famous volcanoes and mountains?**Can they describe how volcanoes are created?* *Can they describe how earthquakes are created?**Can they explain how the water cycle works?****Challenge****Can they explain why some volcanoes are dormant?*  |  | *Can they explain what a climate zone is?* *Can they explain how and why climates vary around the world?**Can they compare the geographical similarities and differences of different growing climates around the world?**Can they label the parts of a river?**Can they explain how a river is formed?**Can they explain why many cities of the world are situated by rivers and why people are attracted to live by them?* *Can they explain why water is such a valuable commodity?* ***Challenge*** | *Can they explain a biome is?**Can they explain what a vegetation belt is?**Can they give extended descriptions of the similarities and differences between biomes across the world?**Can they give extended descriptions of the physical features of two places around the world?* *Can they compare the geography of a place in the UK to that of one in South America?* *Can they describe the physical features of Mexico (e.g. deserts)?**Can they use maps, aerial photos, plans and web resources to describe what the locality of a place might be like?****Challenge****Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?* |
| ***Human Geography*** |
| *Can they begin to explain why they would wear different clothes at different times of the year?**Can they explain what they might wear if they lived in a very hot or a very cold place?**Can they name key features associated with a town or village, e.g. ‘church, farm, shop, house’?**Can children begin to describe the differences between the UK and a non-European country?****Challenge*** | *Can children identify human features of the local area on an aerial map?**Can they describe some human features of their own locality, such as key places people visit?* ***Challenge****Can children begin to discuss if people ever spoil the local area? How?* *Can they think about how people try to make the area better?*  | *Can they describe how volcanoes have an impact on people’s lives?* *Can they describe the difference between early settlements and towns today?**Can they describe why certain areas appealed to settlers?****Challenge****Can children explain where certain tribes originated from and why?* | *Can they describe the main physical features of a well-known city? Can they describe the main features of a village?* *Can children list and describe different types of settlements in modern Britain?**Can they explain why people are attracted to live in cities/towns?* *Can they explain why people may choose to live in a village rather than a city?* ***Challenge****Can they explain why some settlements were not static?* | *Can they identify the different types of land use in the UK?**Can they explain where and how crops are grown and how climate affects the growth of different crops?* *Do they understand how agriculture contributes to the economy?* *Do they understand the impact that large companies have on the lives of their workers (Fairtrade)?**Build on Yr 4 knowledge of different types of settlements – Can they explain what a place might be like in the future, taking account of issues impacting on human features?****Challenge****Can they report on the effect Fairtrade has on people’s lives and our resources?* | *Can they give an extended description of the human features of different places around the world and compare them to our own? (Mexico)**Can they describe the human features of Mexico?**Can they explain how natural resources were transported during the Victoria era and compare it to now?**Can they describe how the effects of Industrial Revolution changed the landscape of their local area?****Challenge****Can they explain how human activity has caused an environment to change? Can they analyse data on the climate and report on findings and questions raised?* |
| ***Geographical Enquiry*** |
| *Can they answer questions about the weather?**Can they keep a weather chart?****Challenge****Can they answer questions using a weather chart?* | *Can they discuss things they see on their local visit?**Can they label a diagram or photograph using some geographical words?* *Can they talk about an environmental issues they see in their local area?****Challenge****Can they talk about the effects it could have on their local area?* | *Can they compare data collected with data from another country?**Can they record their findings in an appropriate way?****Challenge****Can they form ideas about why this data is different?*  | *Can they analyse different sets of data from contrasting countries?**Can they present data they had collected in an accurate graph?****Challenge****Can they examine and interpret their data, drawing conclusions from it?* | *Can they collect information about a place and use it in a report?* *Can they plan a journey to a place in another part of the world, taking account of distance and time?* ***Challenge****Can children take into account the change in time zones?*  | *Can they ask questions relating to a popular debate and follow a line of enquiry?**Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements?**Can they analyse this data and compare it to past data?****Challenge*** *Can they come to conclusions about the data, supporting these with geographical statements?* |
| ***Fieldwork*** |
| *Can children use directional vocabulary to find places in school?**Can children follow simple instructions to locate places in school?**Challenge**Can they begin to discuss the human and physical features they can see around their school?* | *Can they describe some physical features of their own locality?* *Can they observe the area surrounding their school environment?* *Can they explain what makes a locality special?* ***Challenge*** *Can children question what has changed in their local area?**Can they suggest what improvements could be made to their local area?* | *Can they use digital technology to observe and record what they find and see?**Can they sketch a local hilly landscape?**Can they identify different types of rocks on their fieldwork visit?**Can children accurately use a rain gauge and decide the most appropriate units of measure? Can they begin to take careful measurements?****Challenge*** *Can children use accurate geographical terms and vocabulary to describe what they see in their locality?*  | *Can they accurately measure and collect information (e.g. traffic survey)?**Can children use observations of the local area to collect data?**Can children accurately note down what they see?****Challenge*** *Can children correctly collect more than one form of data at a time?* | *Can they identify and sketch features of the Tudor era in Shrewsbury?**Can they explain how buildings have changed over time?**Can they identify certain physical features and climates in the local area that would attract certain animals?**Can they collect and measure data in the local area?Can they represent their data accurately, using graphs?****Challenge*** *Can they make conjectures using data collected?*  | *Can they identify how the local area has changed?**Can the study of Victorian census data help us understand the changes that have happened in our local area?**Can they sketch places in the local area that there is still evidence of the Victorian era?****Challenge*** *Can they verbalise why these changes have happened and consider the global causes of this?* |