

Areas	EYFS	Year 1	Year 2	KS1 National Curriculum	Year 3	Year 4	Year 5	Year 6	KS2 National Curriculum
Locational Knowledge	<p>I can name the area in which I live</p> <p>I know my school is in Finchley.</p> <p>I know the world is made of different countries.</p> <p>I can tell you the name of a country.</p> <p>I can recognise key features in the school that help me to recognise where I am.</p> <p>I can explore and talk about places in the school grounds.</p> <p>I can use and follow directions to get to different places in the school.</p>	<p>I can name and locate the four countries and capital cities of the UK & its surrounding seas.</p> <p>I can identify some characteristics of the four countries and capital cities.</p>	<p>I can locate London and Finchley on a map of the UK</p> <p>I can name and locate an African country.</p> <p>I can name and locate the 7 continents and 5 oceans.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>I can locate Greater London and other cities on a UK map</p> <p>I can name and locate some Asian countries</p> <p>I know what a topographical feature is</p> <p>I can identify some topographical features</p> <p>I know different types of land use</p> <p>I can locate the equator, Northern and Southern Hemispheres</p>	<p>I can locate and identify some European countries including Russia</p> <p>I can name and locate the five oceans</p> <p>I can describe the locations of oceans in regard to continents, countries, Northern & Southern hemisphere, Arctic & Antarctic circles</p> <p>I can use maps to identify key physical and topographical features of land and oceans</p> <p>I understand and can explain how land use is affected by natural disasters</p> <p>I can identify and explain European country's proximity to the equator and whether it is in the Northern or Southern hemisphere</p>	<p>I can locate Antarctica</p> <p>I can locate and name some countries of South America</p> <p>I can name and locate cities with the biggest population in South America.</p> <p>I can identify key physical and topographical features in a range of contexts and explain their significance.</p> <p>I can locate human features on maps.</p> <p>I can locate, identify and explain lines of longitude and latitude.</p> <p>I can locate and explain the differences between the polar regions.</p> <p>I can explain and locate climate zones and biomes.</p> <p>I can identify and describe how land use is affected by rivers and how this has changed over time</p> <p>I understand how and why land use in the rainforest has changed over time.</p>	<p>I can locate and name countries of North America</p> <p>I can identify the major cities of the USA</p> <p>I can locate some towns and smaller cities of the USA</p> <p>I can name and locate the counties and cities of the UK</p> <p>I can explain and define the difference between the UK, the British Isles and Great Britain</p> <p>I can identify key physical and topographical characteristics and explain their significance and how these may change over time.</p> <p>I can locate different types of coast.</p> <p>I can locate human features on maps and describe their significance</p> <p>I can locate and identify places using lines of longitude and latitude on the globe.</p> <p>I can identify time zones and explain this in relation to Prime/Greenwich Meridian.</p> <p>I can locate and identify agricultural regions.</p> <p>I can explain where the highest populations are located.</p> <p>I can examine, explain and discuss landscape changes over time.</p> <p>I can explain how population demographics may change over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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 (including day and night)</p>
Place Knowledge	<p>I can talk about features of my local area, such as the Nature Reserve.</p> <p>I know some places don't have Nature Reserves.</p> <p>I know our school is in Finchley.</p> <p>I know there are schools in other places.</p>	<p>I can compare the capital cities of the UK (physical and human features)</p>	<p>I can compare the human and physical geography of a England and another country</p> <p>I can compare the human and physical geography of London and a town/city of another country</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>I understand the impact of building on land</p> <p>I know the physical landscape of another country differs to that of England</p> <p>I can compare imports and exports of different countries</p> <p>I can discuss countries' reasons for trade and whether it is done fairly</p>	<p>I can compare a European country with the UK</p> <p>I can recognise similarities/differences of land use</p> <p>I can recognise similarities/differences of landscape</p> <p>I can recognise similarities/difference of trade and economy</p> <p>I can compare the differences between the five oceans.</p>	<p>I can recognise different forms of land and terrain</p> <p>I can explain ocean currents and how they might affect a region</p> <p>I can describe how rivers affect land use</p> <p>I can explain how trade impacts an exporting country and an importing country of the global community</p>	<p>I can recognise and understand differences between climates and biomes from the familiar (UK) to the unfamiliar (Galapagos)</p> <p>I can understand the similarities and differences between ocean currents and their impact on the seasons, fauna and flora.</p> <p>I can compare whether the economic activity in another country (USA) is similar or different in the UK.</p> <p>I can explain and define the difference between the UK, the British Isles and Great Britain.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>
Physical Geography	<p>I can describe some vegetation, seasons and weather</p> <p>I can name the seasons</p>	<p>I can describe the physical geography of our local area</p> <p>I can identify seasons and the daily weather patterns in the UK.</p> <p>I can describe the difference between weather and seasons</p> <p>I can compare these across the four capital cities</p> <p>I can use current weather forecasts to understand weather patterns</p> <p>I can identify the potential dangers of weathers.</p> <p>I can use the following vocabulary accurately: beach, coast, sea, river, forest, season and weather</p>	<p>I can describe areas using geographical vocabulary.</p> <p>I can use geographical vocabulary to describe the landscapes of the different continents.</p> <p>I can describe how the climate can affect a landscape.</p> <p>I can locate hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>I can compare and contrast hot and cold areas of the world</p> <p>I can describe how the physical features can affect how two different locations recycle</p> <p>I can compare and contrast how the physical features of two different locations, impacts how they recycle</p> <p>I can use the following vocabulary accurately: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>I can understand and describe physical geography, including: climate zones, biomes, mountains and vegetation belts</p> <p>I can describe the above physical geography features of a particular region.</p> <p>I can describe London's climate and understand why that makes it an attractive/unattractive place to live.</p> <p>I know other countries have a wider range of climates than England and why.</p> <p>I can explain why a city is in a temperate climate zone</p>	<p>I know the Earth is made of different layers and tectonic plates and can link their significance to earthquakes and volcanoes.</p> <p>I know and can explain the layers of volcanoes.</p> <p>I can describe, explain and understand the water cycle.</p> <p>I can describe the climate, biome and seas of different countries.</p> <p>I can describe the physical and topographical features of land and sea, including submarine volcanoes.</p> <p>I can explain the climate and biome of a country identifying that:</p> <ul style="list-style-type: none"> - Climate changes across different regions and the reasons for that - Climate change links to physical geography (ie, the climate around the mountain peaks of the North is colder, see map below) -Climates of other countries differ with UK climate 	<p>I can explain and describe different forms of land and terrain.</p> <p>I can locate and name the mountainous terrains of a region.</p> <p>I can link rivers and Antarctica to the water cycle.</p> <p>I can identify, explain and locate which natural resources are available in a region</p> <p>I can understand the significance of ocean currents around a region</p> <p>I can identify and name the physical features of a river.</p> <p>I can explain why rivers flood.</p> <p>I can locate and describe specific climate and biomes and explain why global position is significant to them.</p>	<p>I can explain how tectonic plates and volcanoes can form archipelagos.</p> <p>I can explain how topography on land and sea is significant to sustaining life.</p> <p>I can explain the impact of ocean currents in the Pacific Ocean.</p> <p>I can understand and explain the role of the water cycle in a tropical biome.</p> <p>I can explain physical coastal features.</p> <p>I can explain how physical coastal features may change over time.</p> <p>I can use biome and climate zone information to identify vegetation belts and some of the fauna and flora may live in a region.</p> <p>I can identify and explain the impact of the ocean currents on the seasons, climate, fauna and flora of a specific region.</p> <p>I can use my knowledge of the formation of the Galapagos islands and its climate to explain how this affects flora, fauna, habitats and ecosystems.</p>	<p>Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
Human Geography	<p>I can identify amenities in our local area (shops, libraries).</p> <p>I can talk about my family and begin to talk about the different countries they are from.</p> <p>I can recognise my country's flag.</p>	<p>I can describe the human features of the school and its grounds.</p> <p>I can describe what makes the grounds good area for a school.</p> <p>I can describe the space around the school is like</p> <p>I can describe the activities are available in the surrounding area</p> <p>I can use geographical language to describe the features of capital cities.</p> <p>I can identify the human features: port, harbour, park, bridges, buildings</p> <p>I can use geographical vocabulary to describe what makes London a city.</p> <p>I can identify a variety of buildings in the city (skyscrapers, landmarks, parliament building)</p> <p>I can identify how we respond to the changes in each season</p> <p>I can use the following vocabulary accurately: city, town, village, farm, house, port, harbour</p>	<p>I can describe the human features of a UK location using geographical vocabulary.</p> <p>I can identify the key human features of the local area</p> <p>I can describe how the key human features (shops, parks, offices, tube, schools) make Finchley a society.</p> <p>I can compare and contrast the human geography of hot and cold areas of the world</p> <p>I can use geographical vocabulary to compare and contrast the human geography of Finchley to an town in a different country.</p> <p>I can describe how the human features (city, village, town, shops, factory, farm) of both places affect how they recycle.</p> <p>I can compare and contrast how the human features (shop, office, harbour, factory, city, village, town) of both places impact how they recycle.</p> <p>I can use the following vocabulary accurately: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use basic geographical vocabulary to refer to:- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>I know land is used for different purposes.</p> <p>I know that London's land use has changed over a long period of time.</p> <p>I know how and why London's land use has changed.</p> <p>I can describe and compare human geography in different countries to England.</p> <p>I understand land use, economic activity including trade links, and the distribution of natural resources including food in a different country.</p>	<p>I can explain that some settlements are built on/near volcanoes and fault lines.</p> <p>I can explain land use in a specific region and how it is affected by natural disasters.</p> <p>I can describe the economy of a region.</p> <p>I can explain how biome affects land use and human geography</p> <p>I can understand and explain local economies and what they trade.</p> <p>I can explain how oceans can be used as an economic resource.</p> <p>I can explain how oceans as an economic resource may have changed them over time.</p> <p>I can explain how human geography has affected the physical geography of the oceans.</p>	<p>To identify and locate which natural resources are available in a region</p> <p>To explain where in the world resources are exported, how they are used in manufacturing and what products are made from them.</p> <p>To explain what trade is, its advantages and disadvantages for a variety of people.</p> <p>To know that there are uncontacted tribes living in the Amazon rainforest (such as the Awa tribe).</p> <p>To know that several settlements can be built along one river.</p> <p>To identify and describe how rivers affect land use and how this has changed over time (agriculture, settlement water supply, trade, urbanisation and building, tourism).</p> <p>To explain and describe the role of rivers within economic activity and how this has changed over time.</p> <p>I can link land use and economic activity understanding why many settlements are built along rivers.</p> <p>I can explain what impact flooding has upon settlements and their local economies.</p> <p>I can explain whether human activities have impacted upon UK rivers over time</p> <p>I can say whether human activities impact / determine flooding</p>	<p>I can explain how human geography affect flora, fauna, habitats and ecosystems.</p> <p>I can explain the effect an invasive foreign species could have on an ecosystem and use this to explain its interdependent and delicate nature.</p> <p>I can link landscape changes to industry.</p> <p>To examine, explain and discuss population changes over time.</p> <p>To explain why some places are more populated than others and link this with urbanisation and industry.</p> <p>To know how and where agricultural products are distributed.</p> <p>To identify the main economic activity of a region or settlement.</p> <p>To explain how economic activity may have changed over time.</p> <p>To explain how human features and the demographics of a population have changed over time.</p> <p>To explain what impact the sea has on human activity</p>	<p>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

Geographical Skills & Fieldwork	I can understand what a map is used for.	I can begin to use maps to identify our local area.	I can use world maps, atlases and globes to identify the continents and oceans.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	I can use maps to locate and describe features studied.	I can use maps to identify and locate tectonic plates and volcanoes. I can read maps to research and obtain different information, such as how climate & physical geography change across regions.	I can use maps to locate and explain where flooding is most likely to occur and why.	I can use digital mapping tools to map and compare the physical changes of a region over time.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, 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 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.
	I can follow simple directions like: forwards/backwards/up/down/ between.	I can use world maps, atlases and globes to identify the UK.	I can use simple compass directions		I can describe locations using the four points of the compass.	I can use four figure grid references to plot points.	I can interpret an OS map to answer questions about the River Thames.	I can use the eight points of the compass to describe the location of a region in relation to lines of the Earth/continents.	
	I can use positional language such as near, far, next to.	I can use simple compass directions (North, South, East and West) to identify countries in the UK.	I can use locational and directional language, to describe the location of continents and oceans and features and routes on a map.		I can use symbols and a key in maps to locate human and physical features.	I can use the eight compass points to describe the position and proximity. I can use symbols and a key to illustrate a sketch map to show human and physical features of an area.	I can use four and six figure grid references to find and map points in a region.	I can use the globe to locate countries using lines of longitude and latitude.	
		I can use directional and locational language to describe locations of capital cities in the UK.	I can use photographs to recognise landmarks and basic human and physical features		I can sketch maps. I can make a graph to show information.	I can use graphs to observe and measure information.	I can use 6 figure grid references to locate areas of deforestation and show how these have changed over time.	I can use six figure grid references for location.	
		I can use aerial photographs to recognise landmarks in our local area.	I can devise a simple map and use and construct basic symbols in a key			I can gather and present data from fieldwork.	I can plan and map trade routes for the distribution of natural resources from a region, using the eight points of a compass.	I can use census data to investigate and explain different settlements in a region and their demographics. I can create a population map of the UK.	
	I can construct a map with a simple key.		I can observe and record the surrounding area of Finchley to identify human and physical features				I can use graphs to present and explain data.	I can use atlases to find and map countries and cities.	
	I can observe and record school surroundings to identify human and physical features						I can use secondary sources for geographical investigation (such as explorers' accounts of physical geography and time zones - modern and historical expeditions).		