***CAPTAIN WEBB PRIMARY SCHOOL***

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***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?* |