

End of Year Expectations in Geography



End of Year Expectations

- The following pages outline the national expectations for children in Year 1-6 by the end of the academic year.
- The expectations are from the new National Curriculum which was introduced in September 2014
- By the end of the year, some children will have met all of the 'expected' objectives and will be deepening knowledge and mastering skills through independent application in preparation for the following academic year

Programme of Study	Curriculum Aspect	Key Skills
Year 1	Geographical Skills and Enquiry	<ul style="list-style-type: none"> ■ Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment e.g. taking notes, photos, sketches.
	Human and Physical Geogrphahy	<ul style="list-style-type: none"> ■ Identify the human and physical features of the two localities studied. ■ Identify seasonal and daily weather patterns in the UK.
	Locational Knowledge	<ul style="list-style-type: none"> ■ Name and locate the 7 continents and 5 oceans, understanding the terms continent and sea. ■ Understand that a world map shows all the countries in the world. Point out the UK and the countries where members of the class come from.
	Place Knowledge	<ul style="list-style-type: none"> ■ Understand the geographical similarities and differences through studying the human and physical geography of an area of the UK and of an area in a contrasting non-European country.
Year 2	Geographical Skills and Enquiry	<ul style="list-style-type: none"> ■ Develop knowledge and understanding of the school and local area. 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 _ fieldwork in the local area/close proximity to the

		school e.g. park, rivers, roads
	Human and Physical Geogrphahy	<ul style="list-style-type: none"> ■ Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. ■ Identify the human and physical features of the two localities studied.
	Locational Knowledge	<ul style="list-style-type: none"> ■ Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.
	Place Knowledge	<ul style="list-style-type: none"> ■ Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

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Year 3	Geographical Skills and Enquiry	<ul style="list-style-type: none"> ■ Understand the 8 compass points and use them to explain/identify points on a map. ■ Fieldwork project. ■ Plan a tour. Map/ plan of the school and the main geographical features you would see identified, with a key. ■ Take digital photographs and choose other recording methods. ■ Undertake environmental surveys recording a changes and observations using a method of choice.
	Human and Physical Geogrphahy	<ul style="list-style-type: none"> ■ Study of volcanoes _ causes, effects etc. ■ Locate places in the world. ■ Communicate in different ways. <p>Draw diagrams, produce writing and use the correct vocabulary.</p> <ul style="list-style-type: none"> ■ Ask and answer questions about the effects of volcanoes. ■ Discuss/Study how human Geography has

	<p>Locational Knowledge</p>	<p>changed over time.</p> <ul style="list-style-type: none"> ■ Use maps, atlases, globes and digital mapping to locate the countries of Europe, including Russia. ■ Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). ■ Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.
	<p>Place Knowledge</p>	<ul style="list-style-type: none"> ■ Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. ■ Compare a region of the UK with a volcanic region e.g. Identify similarities and differences between this region and a region of the UK.
<p>Year 4</p>	<p>Geographical Skills and Enquiry</p>	<ul style="list-style-type: none"> ■ Begin to understand 4 figure grid references on maps. ■ Fieldwork study Prepare questions and studies to conduct in the local area. ■ Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. ■ Undertake surveys. ■ Conduct investigations. ■ Identify and sort buildings. ■ Use symbols to mark out local areas of interest on own maps. ■ Choose more complex recording and presentation methods e.g. tables to collect data. ■ Present data in an appropriate way using keys to make data clear. ■ Draw conclusions.
	<p>Human and Physical Geography</p>	<p>Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the</p>

		land and how has land use changed today? How is that different today?.
	Locational Knowledge	<ul style="list-style-type: none"> ■ Understand the difference between the Northern and Southern hemisphere. ■ Understand the term øclimate zones+ and identify some differing ones. ■ Begin to understand global warming and its implications.a
	Place Knowledge	<ul style="list-style-type: none"> ■ A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. ■ Identify where some of these are on map, globe. ■ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.

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<p>Year 5</p>	<p>Geographical Skills and Enquiry</p>	<ul style="list-style-type: none"> ■ Look for evidence of past river use by visiting the locations. ■ Make field notes/observational notes about land/river features. ■ Visit a river, locate and explain the features. ■ Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times. ■ Study pictures of rivers past and present and to compare and contrast. ■ Select a method to present the differences in transport in the area today. ■ Record measurement of river width/depth.
	<p>Human and Physical Geogrphahy</p>	<p>Rivers and the water cycle including transpiration.</p> <ul style="list-style-type: none"> ■ Use the language of rivers e.g. erosion, deposition, transportation. ■ Explain and present the process of rivers. ■ Compare how river use has changed over time and research the impact on trade in history. ■ Research and discuss how water affects the environment , settlement , environmental change and sustainability. ■ Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). ■ Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. ■ Discover where food comes from. ■ Discuss and debate fair trade. <p>Investigate the facts and join in a reasoned discussion.</p> <ul style="list-style-type: none"> ■ Generate solutions and promote

	Locational Knowledge	ethically sound trade. Use maps, atlases, globes and digital mapping to locate the countries of another continent. ■ Use 4 figure grid references to read maps. ■ Make links between the Equator and the tropics. ■ Identify largest urban areas in chosen continent and key physical features. ■ Compare 2 contrasting regions of chosen continent, ie rural/urban.
	Place Knowledge	Time Zones, environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains , coasts. Choose 3 key areas of the UK and look at how land use has changed over time.
Year 6	Geographical Skills and Enquiry	Fieldwork/ traffic survey. Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users, shopkeepers, children, senior citizens ■ Collate the data collected and record it using data handling software to produce graphs and charts of the results. ■ Ask Geographical questions e.g.how is traffic controlled? What are the main problems?. ■ Undertake a street/ noise survey of the local road/ high street. ■ Undertake a general survey of the local road/ high street. ■ Form and develop opinions e.g. Do the pupils like/ dislike the road/ street.
	Human and	Earthquakes/natural disasters _ floods, tsunamis. ■ Describe and explain the processes that

	Physical Geogrpahy	<p>cause natural disasters.</p> <ul style="list-style-type: none"> ■ Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. ■ Study of modern land and settlements pre and post war compared to modern day; compare and reflect. <p>Draw conclusions and develop informed reasons for the changes.</p>
	Locational Knowledge	<p>6 figure grid references. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
	Place Knowledge	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <ul style="list-style-type: none"> ■ Children to be able to identify main capital cities/oceans etc. ■ Understand the significance of Latitude and longitude.

