

**Year 1: Age Related Expectations - Geography**

<b>Working Towards</b>	<b>ARE</b>	<b>Working Beyond</b>
	<p><b>Investigate places</b></p> <p>Can name and locate the four countries and capital cities of the United Kingdom and some surrounding seas</p> <p>Can recognise some characteristics of the four countries and capital cities in the UK</p> <p>Can talk about the key human and physical features of our school and grounds and the area surrounding Maple .</p>	
	<p><b>Investigate patterns</b></p> <p>Can use basic geographical vocabulary to refer to key physical and human features of School and the immediate surrounding area.</p> <p>Can identify and use some detailed observations about seasonal and daily weather patterns in the United Kingdom</p> <p>Can locate hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	
	<p><b>Communicate geographically</b></p> <p>Can locate the United Kingdom on a world map.</p> <p>Can use simple locational and directional language (near and far, left and right).</p> <p>Can use simple compass directions.</p> <p>Can use simple fieldwork and observational skills to study the geography of the school.</p> <p>Can devise a simple map.</p>	

**Year 2: Age Related Expectations - Geography**

<b>Working Towards</b>	<b>ARE</b>	<b>Working Beyond</b>
	<p><b>Investigate places</b>            Can name and locate the world’s seven continents and five oceans.</p> <p>Can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Can identify the key human and physical features of a small area of the UK and a small area in a contrasting non-European country.</p>	
	<p><b>Investigate patterns</b>            Can refer to key physical and human features and simple patterns of land use, using appropriate basic geographical vocabulary.</p> <p>Can identify some similarities and differences between contrasting localities</p>	
	<p><b>Communicate geographically</b>            Can ask and answer basic geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Can use world maps, atlases and globes to identify the UK (including its countries) and other countries studied.</p> <p>Can use simple compass directions and simple grid references to communicate geographically.</p> <p>Can use aerial photographs and plans to recognise landmarks to devise a simple map.            Can use and construct basic symbols in a key</p> <p>Can use simple fieldwork and observational skills to study the geography of the key human and physical features of the environment chosen to study.</p>	

**Year 3: Age Related Expectations - Geography**

Working Towards	ARE	Working Beyond
	<p><b>Investigate places</b>            Can describe the location of our local area, noting what gives it character</p> <p>Can describe simply the location of places beyond the local area.</p> <p>Can describe what places are like beyond our local area.</p> <p>Can name and locate geographical regions and their identifying features (including hills, mountains, and cities) and understand how these have changed over time.</p> <p>Can use a range of maps, atlases, globes and digital / computer mapping to locate countries and features.</p>	
	<p><b>Investigate patterns</b>            Can observe and describe physical and human features of the local area and other places nearby.</p> <p>Can describe how the locality of the school has changed over time.</p> <p>Can begin to compare features of the local area to another place beyond this area.</p> <p>Can begin to understand how people can affect the environment.</p>	
	<p><b>Communicate geographically</b></p> <p>Can carry out simple tasks, using own observations and resources given to ask and answer questions about places and environments.</p> <p>Begins to use geographical words to communicate ideas.</p> <p>Can use the eight points of a compass, symbols and key to communicate knowledge of the UK and the wider world.</p>	

**Year 4: Age Related Expectations - Geography**

Working Towards	ARE	Working Beyond
	<p><b>Investigate places</b></p> <p>Is beginning to appreciate the importance of wider geographical knowledge in understanding place.</p> <p>Begins to describe and compare features of different locations, offering explanations for the location of some of those features.</p> <p>Shows awareness that different places may have both similar and different characteristics.</p> <p>Can compare the use of a range of maps, atlases, globes and digital / computer mapping to locate countries and features.</p>	
	<p><b>Investigate patterns</b></p> <p>Can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Equator the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Begins to describe physical and human processes, offering reasons for observations and opinions about places and environments.</p> <p>Can recognise how people try to improve and keep environments.</p>	
	<p><b>Communicate geographically</b></p> <p>Can use skills and evidence to answer a range of geographical questions.</p> <p>Begins to investigate answers and use correct vocabulary to share findings.</p> <p>Can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.</p>	

**Year 5: Age Related Expectations - Geography**

<b>Working Towards</b>	<b>ARE</b>	<b>Working Beyond</b>
	<p><b>Investigate places</b>            Can describe some features of a variety of places around the world from local to global.</p> <p>Can understand that there are links between separate places and that some places depend on each other.</p> <p>Can use a range of geographical resources (including paper and digital based maps) to give detailed descriptions and opinions of the features of a location.</p>	
	<p><b>Investigate patterns</b>            Can Identify and describe geographical significance of latitude and longitude, Greenwich Meridian (Prime Meridian),</p> <p>Can describe and begin to explain geographical patterns and a range of human and physical processes.</p> <p>Can recognise that human and physical processes interact to affect the lives and activities of people living there.</p> <p>Can understand how people can both improve and damage the environment.</p>	
	<p><b>Communicate geographically</b>            Can draw on geographical knowledge and understanding to suggest suitable enquiry questions.</p> <p>Can suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.</p> <p>Can communicate findings using the appropriate vocabulary</p> <p>Can 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 UK and the world.</p>	

### Year 6: Age Related Expectations - Geography

Working Towards	ARE	Working Beyond
	<p><b>Investigate places</b></p> <p>Can describe the features of a variety of places from local to global and in different parts of the world.</p> <p>Can understand about the links and relationships between separate places.</p> <p>Can understand that some places are dependent on each other.</p> <p>Can analyse and give views on the effectiveness of different geographical representations of an area.</p>	
	<p><b>Investigate patterns</b></p> <p>Can identify and explain a range of physical and human processes.</p> <p>Can understand that physical and human processes interact to produce distinctive characteristics of places.</p> <p>Can describe ways in which physical and human processes operate at different scales to create geographical patterns which can lead to changes in places.</p> <p>Can describe how countries and geographical regions are interconnected and interdependent.</p>	
	<p><b>Communicate geographically</b></p> <p>Can explain own views, using relevant geographical vocabulary (including climate zones, biomes, settlements, land use, distribution of natural resources)</p> <p>Can suggest own geographical enquiry, selecting and using appropriate skills.</p> <p>Can present findings graphically and in writing.</p> <p>Can create maps of locations identifying patterns (such as: land use, population densities, height of land).</p> <p>Can reach a conclusion in order to evaluate information.</p>	

