



Geography

Clapham and Patching CofE Primary School

End of Year Expectations

	RECEPTION People Culture and Communities ELG	YEAR 1	YEAR 2
Location Knowledge	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; 	Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.	<ul style="list-style-type: none"> • They can name and locate the world's 7 continents and 5 oceans. • They can name, locate and identify characteristics of the four countries and capital cities which make up the UK.
Place Knowledge	<ul style="list-style-type: none"> • They can talk about their environment at school and home, expressing an opinion about it. • They can talk about places they have visited and say how that place was similar or different to their usual environment. 	Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.	<ul style="list-style-type: none"> • They understand the human geographical similarities and differences of a small area in the UK and a contrasting non-European country. • They understand the physical geographical similarities and differences of a small area in the UK and a contrasting non-European country.
Human and Physical Geography	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts ... 	Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.	<ul style="list-style-type: none"> • They can identify seasonal and daily weather patterns in the UK. • They can locate hot and cold areas of the world in relation to Equator and the North and South Poles. • They can use geographical vocabulary to refer to key physical features. (e.g. Cliff, beach, coast, forest, hill) • They can use geographical vocabulary to refer to key human features. (e.g. City, town, village, harbour, factory)



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Geographical Skills and Fieldwork	<p>Children at the expected level of development will:</p> <p>... and – when appropriate – maps.</p>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<ul style="list-style-type: none">• They can use world maps, atlases and globes to identify the UK and its 4 counties.• They can identify other countries and continents studied at this key stage.• They can use simple compass directions (North, South, East, West).• They can locational and directional language (near and far, left and right) to describe the location of features on a map.• They can recognise landmarks and basic human and physical features from aerial photographs and plan perspectives.• They can devise a simple map and use and construct basic symbols in a key.• They can use simple fieldwork and observational skills to study the geography of their school and they key human and physical features of the school's surrounding environment.
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YEAR-END EXPECTATIONS

GEOGRAPHY

	YEAR 3	YEAR 4
Location Knowledge	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"> • They can locate the world's countries, using maps to focus on Europe. • They can identify the environmental regions, key physical and human characteristics, countries and major cities in Europe. • They can name and locate counties and cities in the UK, geographical regions and identify their human and physical characteristics. • They can identify the position and significance of latitude, longitude Equator, Northern Hemisphere and Southern Hemisphere.
Place Knowledge	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"> • They understand geographical similarities and differences through the study of human and physical geography of a region in the UK. • They understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
Human and Physical Geography	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"> • They describe and understand the key aspects of: physical geography, including: climate zones, biomes, mountains and volcanoes. • They describe and understand the key aspect of: human geography, including types of settlement and land use.
Geographical Skills and Fieldwork	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"> • They can use the eight points of a compass and the four-figure grid references. • They can use symbols and keys (including the Ordnance Survey maps) to build their knowledge of the UK and the wider world. • They can use maps, atlases, globes and digital/computer mapping to locate countries and describe the features of these places. • They can observe, measure and record and present the human and physical features in the local area using a range of methods e.g. sketch maps, plans and graphs, digital technologies)



YEAR-END EXPECTATIONS

GEOGRAPHY

	YEAR 5	YEAR 6
Location Knowledge	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"> • They can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America. • They can identify the environmental regions, key physical and human characteristics, countries and major cities in North and South America. • They can identify the key topographical features in the UK (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time. • They can identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
Place Knowledge	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"> • They understand geographical similarities and differences through the study of human and physical geography of a region in the UK. • They understand geographical similarities and differences through the study of human and physical geography of a region in a region within North or South America.
Human and Physical Geography	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"> • They describe and understand the key aspects of: physical geography, including: vegetation belts, rivers and earthquakes and the water cycle. • They describe and understand the key aspect of: human geography, including: types of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical Skills and Fieldwork	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"> • They can use the six-figure grid references. • They can use symbols and keys (including the Ordnance Survey maps) to build their knowledge of the UK and the wider world. • They can use maps, atlases, globes and digital/computer mapping to locate countries and describe the features of these places. • They can observe, measure and record and present the human and physical features in the local area using a range of methods e.g. sketch maps, plans and graphs, digital technologies)