


	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 Locational Knowledge	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>I can name and locate the four countries making up the British Isles, with their capital cities.</p> <p>I can name the surrounding seas of the United Kingdom.</p> <p>I can talk about the main features of each of the four countries that make up the United Kingdom.</p> <p>I can locate the Equator on a map and know that countries here are hot.</p>	<p>I can name and locate the 7 continents on a World Map.</p> <p>I can locate and label the 5 oceans on a world map.</p> <p>I can name, locate and identify some characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</p> <p>I can identify the Equator and North and South Poles.</p> <p>I can understand that distance from the equator affects the climate of a region.</p>	<p>I can recall key locational knowledge from KS1 to support my understanding.</p> <p>I can locate geographical regions (temperate, tropical and subtropical zones).</p> <p>I can name and locate some countries of Europe or the wider world.</p>	<p>I can build upon prior learning to compare locations of regions of the world.</p> <p>I can name and locate the Equator, N and S Hemisphere, Tropics, Arctic and Antarctic circles.</p>	<p>I can name and locate countries in multiple continents and begin to locate major cities.</p> <p>I can identify the line of longitude and latitude and begin to understand time zones.</p>	<p>I can name and locate countries in multiple continents and locate major cities, including capital cities, and begin to make comparisons.</p> <p>I can identify the line of longitude and latitude and begin to understand and explain time zones (including day and night).</p>



Place Knowledge

I can recognise some similarities and differences between different places in this country, based on my experiences and what has been read in class.

I can recognise some similarities and differences between where we live and other places around the world, based on my experiences and what has been read in class e.g. stories, non-fiction texts.

I can begin to describe similarities and differences between Ipswich and a contrasting place in the UK.

I can talk about people and places within my locality.

I can make comparisons between my local area and a different area of the world.

I can identify the key features of a location in order to say whether it is a town (urban) or the countryside (rural).

I can compare a local city/town in England with a contrasting city in a different country.

I can compare people and places in my local area to places in other parts of the UK.

I can identify the key features of a location in order to say whether it is a town (urban) or the countryside (rural). I can identify additional features to determine more about a place e.g. coastal, village.

I can compare geographical regions and their identifying human and physical characteristics.

I can identify the main physical and human characteristics of the countries of Europe (including the UK).

I can describe geographical similarities and differences between a region in the United Kingdom and one in a European country.

I can describe how the locality of the school has changed over time.

I can identify and contrast main human and physical features of a region in Europe with a region in the wider world.

I can begin to compare and contrast geographical features of countries in different regions around the world with reference to: Equator, hemispheres, tropics, time zones.

I can explain how some key features of an area have changed over time.


I can use my locational knowledge about equator, tropics etc to suggest what living conditions might be like in a particular place in the world. I can use this knowledge to describe how an area has changed over time.



I can begin to discuss my understanding about geographical diversity across the world.

I can explain and discuss a range of reasons for geographical similarities and differences between countries.

I can explain how locations around the world are changing and explain some of the reasons for change.

I can describe geographical diversity across the world.



 <p>Human Geography</p>	<p>I can describe my immediate environment and begin to understand some of the changes I can make in it (e.g. planting flowers etc).</p>	<p>I can explain that human features are changes that have been made by humans.</p> <p>I can identify human features within an area by referencing photographs or maps.</p> <p>I can compare the amount of human features in different areas e.g. town or countryside.</p> <p>I can name famous landmarks of the UK.</p>	<p>I understand that human features are changes that have been made by humans and begin to explain why these changes have been made.</p> <p>I can identify human features within an area by referencing photographs or maps, with specific reference to keys.</p> <p>I can suggest whether the town or countryside will have more human features and give reasons for this.</p> <p>I can compare the human features of a British locality with a non-European locality, including land use differences.</p> <p>I can name famous landmarks of the UK and begin to link this to land use.</p>	<p>I can identify changes in human features within a region and discuss possible reasons for this.</p> <p>I can compare land use in different areas of the UK and begin to suggest why these differences occur.</p> <p>I can compare human features in the UK to other countries around the world.</p>	<p>I can identify changes in human features within a region and discuss possible reasons for this. I can begin to identify arguments for and against these changes.</p> <p>I can use my knowledge of an area to suggest reasons for land use change.</p> <p>I can compare human features in the UK to other countries around the world and begin to evaluate their effectiveness.</p>	<p>I can confidently compare and contrast land use around the world and explain why there are differences.</p> <p>I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent through the development of land use.</p>	<p>I can confidently compare and contrast land use around the world and explain why there are differences, making reference to specific examples.</p> <p>I understand and can explain how countries and geographical regions are interconnected and interdependent through the development of land use.</p>
--	--	--	--	--	---	--	---

 Physical Geography	<p>I can describe my immediate environment and begin to understand what was there before me (e.g. forest school area).</p>	<p>I can explain that physical features are natural and not man-made.</p> <p>I can identify physical features within an area by referencing photographs or maps.</p> <p>I can compare the amount of physical features in different areas e.g. town or countryside.</p>	<p>I understand that physical features are natural and have not been made by humans and begin to explain why some of this has changed.</p> <p>I can identify physical features within an area by referencing photographs or maps, with specific reference to keys.</p> <p>I can suggest whether the town or countryside will have more physical features and give reasons for this.</p> <p>I can compare the physical features of a British locality with a non-European locality, including differences in geographical landmarks e.g. mountains, rivers.</p>	<p>I can identify changes in physical features within a region and discuss possible reasons for this.</p> <p>I can compare physical features in different areas of the UK and begin to suggest why these differences occur.</p> <p>I can compare physical features in the UK to other countries around the world.</p>	<p>I can identify changes in physical features within a region and discuss possible reasons for this. I can begin to identify arguments for and against these changes.</p> <p>I can use my knowledge of an area to suggest reasons for changes in natural landscape.</p> <p>I can compare physical features in the UK to other countries around the world and begin to evaluate the impact of humans on this.</p>	<p>I can confidently compare and contrast physical features around the world and explain why there are differences.</p> <p>I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent through the challenges/ benefits of natural landscape.</p>	<p>I can confidently compare and contrast physical features around the world and explain why there are differences, making reference to specific examples.</p> <p>I understand and can explain how countries and geographical regions are interconnected and interdependent through the challenges/ benefits of natural landscape.</p>
 Fieldwork		<p>I can use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area.</p> <p>I can look at reasons for sunny and shaded places around school.</p>	<p>I can use fieldwork to observe, measure and record human and physical features in the local area and compare this to our school.</p>	<p>I can sketch maps, plans, graphs or take photographs of the local area and label the physical and human features.</p>	<p>I can begin to understand the habits of the local community by conducting questionnaires.</p> <p>I can present findings and identify trends.</p>	<p>I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local town.</p> <p>I am beginning to suggest ways to record the results in different ways.</p>	<p>I can suggest which fieldwork is best to gather data about an area.</p> <p>I can suggest ways to record the results in different ways.</p> <p>I can interpret the data found from fieldwork to draw conclusions on an area.</p>



Navigation

<p>I can use directional language to describe the location of features and routes on a map- Near, far, left and right.</p>	<p>I can use directional language to describe the location of features and routes on a map, and use simple compass directions (North, South, East, West).</p>	<p>I can use 8-points of a compass and 2 figure grid references.</p>	<p>I can use 8-points of a compass and 4 figure grid references.</p>	<p>I can use 8-points of a compass, 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>	<p>I can use 8-points of a compass, 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. I can use this knowledge of maps to compare areas and suggest what it is like to live there.</p>
<p>I can use maps, atlases, globes and Google Earth to locate countries and cities in the UK and around the world.</p>	<p>I can purposefully use maps and atlases to locate places around the world.</p>	<p>I can create simple maps of locations identifying some features using a key.</p>	<p>I can use keys and symbols to communicate knowledge of the UK and the wider world.</p>	<p>I can use a few geographical resources to give descriptions and opinions of the characteristics of a location.</p>	<p>I can use this knowledge of maps to compare areas and suggest what it is like to live there.</p>
<p>I can follow maps around the school and local area.</p>	<p>I can use a key and grid references to identify features on a map.</p>		<p>I can use historical maps to identify how towns and cities have changed their land use over time (Digi maps).</p>	<p>I can talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).</p>	<p>I can analyse and give views on the effectiveness of different geographical representations of a location.</p>
<p>I can use aerial images to recognise landmarks and basic physical features.</p>					
<p>I can use a simple key to recognise physical and human features on a map.</p>					

 Environmental Impact		<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can begin to understand what actions I can take to reduce my environmental impact.</p>	<p>I can begin to recognise the difference between weather and climate.</p> <p>I can compare weather/climate of the UK to other European countries, including the poles.</p> <p>I can suggest ways to reduce my carbon footprint.</p>	<p>I can identify different types of extreme weather and begin to suggest the impact of this.</p> <p>I can begin to understand how my actions can affect the environment e.g. littering, leaving the tap running etc.</p>	<p>I can identify different types of extreme weather and compare the impact of this on rural and urban areas.</p> <p>I can suggest ways to reduce my environmental impact and understand why this is important.</p>	<p>I can understand natural processes such as the water cycle and suggest the impact of environmental change on this.</p> <p>I can understand the impact that humans have on the changing environment and explain the negative impacts of this.</p>	<p>I can understand natural processes such as the water cycle and evaluate the impact of environmental change on this, and on communities.</p> <p>I can make direct links between human actions and environmental impact and make suggestions to limit this.</p>
 Cultural Diversity		<p>I can begin to understand that all people are different.</p> <p>I can understand that where people live might affect their lifestyle.</p>	<p>I can begin to understand that people around the world have different beliefs and values.</p> <p>I can begin to make links between types of lifestyle and where people live e.g. many people in China eat rice for the majority of their meals.</p>	<p>I can understand why some beliefs may vary around the world.</p> <p>I can suggest reasons for variations in lifestyle around the world.</p>	<p>I can begin to make links between subjects to understand difference cultures e.g. history and RE.</p> <p>I can use my locational and place knowledge to begin to explain lifestyle differences around the world.</p>	<p>I can begin to understand the word 'influence' and make suggests about how some nations are influenced by other cultures.</p> <p>I can begin to reflect on what aspects of my life are influenced by other cultures.</p>	<p>I can understand and explain some influences on culture around the world.</p> <p>I can recognise cultural influences that affect me and my lifestyle.</p>