

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork – FIELDWORK	KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.		KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).		KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.	
	<p>Gathering information</p> <ul style="list-style-type: none"> I can ask simple geographical questions e.g. What is it like to live in this place? I can carry out a small survey of the local area of school (tally charts etc) I can draw simple features to record my findings <p>Sketching</p> <ul style="list-style-type: none"> I can create a simple plan with some features of a familiar environment I can add labels onto a sketch map, map or photograph of features <p>Audio/ Visual</p> <ul style="list-style-type: none"> I am beginning to recognise a photo or a video as a record of what has been seen or heard I am beginning to use simple observational skills to study the geography of the school and its grounds 	<p>Gathering information</p> <ul style="list-style-type: none"> I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features I can 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 I can collect and analyse data from a survey (tally charts, graph etc...) <p>Sketching</p> <ul style="list-style-type: none"> I can devise a simple map; and use and construct basic symbols in a key <p>Audio/ Visual</p> <ul style="list-style-type: none"> I can recognise a photo or a video as a record of what has been seen or heard I can use simple observational skills to study the geography 	<p>Gathering information</p> <ul style="list-style-type: none"> I can ask geographical questions I can respond to geographical questions I am beginning to use instruments specific to fieldwork to collect data (rain gauge) I can analyse evidence presented to me I can draw conclusions from presented data I can interpret a database I can present my findings from a data base I can present my findings as a database I understand and can use a widening range of geographical terms and vocabulary – topic specific <p>Sketching</p> <ul style="list-style-type: none"> I am beginning to draw annotated 	<p>Gathering information</p> <ul style="list-style-type: none"> I can ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? I can use fieldwork instruments to collect data e.g. camera, rain gauge I can analyse evidence and draw conclusions and present findings in databases e.g. make comparisons between locations I understand and can use a widening range of geographical terms and vocabulary – topic specific <p>Sketching</p> <ul style="list-style-type: none"> I can draw annotated sketches from observation including descriptive/ explanatory labels and indicating direction <p>Audio/ Visual</p>	<p>Gathering information</p> <ul style="list-style-type: none"> I understand and use a widening range of geographical terms/ specific topic vocabulary I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, selecting the most appropriate for the task in hand, including sketch maps, plans and graphs, and digital technologies I can select the most appropriate method for data collection I can use a database to interrogate/ amend information collected I can use graphs to display data collected I can evaluate the quality of evidence collected and suggest improvements <p>Sketching</p> <ul style="list-style-type: none"> I can evaluate my sketch against a given criteria and improve it 	<p>Gathering information</p> <ul style="list-style-type: none"> I understand and use a widening range of geographical terms/ specific topic vocabulary I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, selecting the most appropriate for the task in hand, including sketch maps, plans and graphs, and digital technologies I can use maps, charts etc. to support decision making about the location of places e.g. new bypass I can evaluate the quality of evidence collected and suggest improvements <p>Sketching</p> <ul style="list-style-type: none"> I can evaluate my sketch against a given criteria and improve it

	<ul style="list-style-type: none"> I am beginning to use a camera in the field to help record what has been seen. 	<p>of the school and its grounds</p> <ul style="list-style-type: none"> I can use a camera in the field to help record what has been seen. 	<p>sketches from observation including descriptive/ explanatory labels and indicating direction</p> <p>Audio/ Visual</p> <ul style="list-style-type: none"> I can select views to photograph I can add titles and labels to photos giving date and location information I am beginning to understand why photos provide useful evidence 	<ul style="list-style-type: none"> I can select views to photograph and give reasons why they have been chosen I can add titles and labels to photos giving date and location information I can say how photos provide useful evidence I can locate a position of a photo on a map 	<ul style="list-style-type: none"> I can evaluate my sketch against a given criteria and improve it I can use sketches as evidence in an investigation I can annotate sketches to describe and explain geographical processes and patterns <p>Audio/ Visual</p> <ul style="list-style-type: none"> I can make a judgement about the best angle or viewpoint when taking an image or completing a sketch I can use photographic evidence in my investigations I can evaluate the usefulness of the images 	<ul style="list-style-type: none"> I can use sketches as evidence in an investigation I can annotate sketches to describe and explain geographical processes and patterns <p>Audio/ Visual</p> <ul style="list-style-type: none"> I can make a judgement about the best angle or viewpoint when taking an image or completing a sketch I can use photographic evidence in my investigations I can evaluate the usefulness of the images
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork – MAP SKILLS	KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.		KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).		KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.	
	Using maps <ul style="list-style-type: none"> I can use a simple picture map to move around the school I can use relative vocabulary such as bigger, smaller, like, dislike I can use directional language such as near and far, up and down, left and right, forwards and backwards Map knowledge <ul style="list-style-type: none"> I can use world maps to identify the UK in its position in the world. I can use maps to locate the four countries and capital cities of UK and its surrounding seas Making maps <ul style="list-style-type: none"> I can draw basic maps, including appropriate symbols and pictures to represent places or features I know that a symbol can represent a place or an object on a map 	Using maps <ul style="list-style-type: none"> I can follow a route on a map I can use simple compass directions (North, South, East, West) I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Map knowledge <ul style="list-style-type: none"> I can locate and name on a world map and globe the seven continents and five oceans. I can locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Making maps <ul style="list-style-type: none"> I can draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) 	Using maps <ul style="list-style-type: none"> I can follow a route on a map with some accuracy I can locate places using a range of maps including OS & digital I am beginning to match boundaries (e.g. find same boundary of a country on different scale maps) I can use 4 figure compasses, and letter/number co-ordinates to identify features on a map Map knowledge <ul style="list-style-type: none"> I can locate the UK on a variety of different scale maps I can name & locate the counties and cities of the UK Making maps <ul style="list-style-type: none"> I can make a map of a short route experiences, with features in current order I can create a simple scale drawing 	Using maps <ul style="list-style-type: none"> I can follow a route on a large-scale map I can locate places on a range of maps (variety of scales) I can identify features on an aerial photograph, digital or computer map I am beginning to use 8 figure compass and four figure grid references to identify features on a map Map knowledge <ul style="list-style-type: none"> I can locate Europe on a large-scale map or globe, I can name and locate countries in Europe (including Russia) and their capital cities Making maps <ul style="list-style-type: none"> I recognise and use OS map symbols, including completion of a key and understanding why it is important I can draw a sketch map from a high viewpoint 	Using maps <ul style="list-style-type: none"> I can compare maps with aerial photographs I can select a map for a specific purpose I am beginning to use atlases to find out other information (e.g. temperature) I can find and recognise places on maps of different scales I can use 8 figure compasses, begin to use 6 figure grid references. Map knowledge <ul style="list-style-type: none"> I can locate the world's countries, focus on North & South America I can identify the position and significance of lines of longitude & latitude Making maps <ul style="list-style-type: none"> I can draw a variety of thematic maps based on their own data 	Using maps <ul style="list-style-type: none"> I can follow a short route on an OS map I can describe the features shown on an OS map I can use atlases to find out data about other places I can use 8 figure compass and 6 figure grid reference accurately I can use lines of longitude and latitude on maps Map knowledge <ul style="list-style-type: none"> I can locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Making maps <ul style="list-style-type: none"> I can draw plans of increasing complexity I am beginning to use and recognise atlas symbols

	<ul style="list-style-type: none">• I can use photographs and maps to identify features	<ul style="list-style-type: none">• I can use and construct basic symbols in a key• I know that a key is when we use symbols to represent a place or an object on a map.	<ul style="list-style-type: none">• I can use standard symbols, and understand their importance		<ul style="list-style-type: none">• I can draw a sketch map using symbols and a key,• I can use and recognise OS map symbols regularly	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p>		<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p>		<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p>	
	<ul style="list-style-type: none"> I can name and locate and identify characteristics of my own locality I know I live in a town called Smethwick I know Smethwick is in Sandwell I know Sandwell is part of the Black Country in central England I know we live near a city called Birmingham. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> I can name and locate the world's seven continents I can name and locate the world's five oceans; Pacific, Atlantic, Indian, Southern, Arctic. I can use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, 	<ul style="list-style-type: none"> I can locate and name the continents on a world map. I can locate the main countries of Europe and identify their capital cities. I can identify the longest rivers in the world, the largest deserts and the highest mountains and compare them to the United Kingdom. I can identify the position and significance of the Equator, North Hemisphere, South Hemisphere and the Tropics of Cancer and Capricorn. I can use key vocabulary to demonstrate 	<ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; I can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; I can identify the position and significance of latitude, longitude, Equator, Northern 	<ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on Europe, North America and South America and name their principal cities, concentrating on environmental regions and key physical and human characteristics; I can identify and compare the human and physical features of 2 different regions in the United Kingdom focussing on rural and urban areas. I can use historical and modern maps of the United Kingdom to compare and contrast the past with the present 	<ul style="list-style-type: none"> I can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; I can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use

	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map 	Europe, Africa, Asia, Australia, North America, South America, Antarctica.	knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; <ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	focusing on the land usage. <ul style="list-style-type: none"> I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Greenwich Meridian linking with science, time zones, night and day. 	patterns; showing change over time; <ul style="list-style-type: none"> I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; I can use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p>		<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p>		<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a</p>	

	<p>a compare the UK with a contrasting country in the world;</p> <p>b compare a local city/town in the UK with a contrasting city/town in a different country;</p>	<p>Children can:</p> <p>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p>c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p>d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</p>	<p>region within North or South America.</p> <p>Children can:</p> <p>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p>			
	<ul style="list-style-type: none"> I can name, describe and compare familiar places I can link my home with other places in my local community I can identify some present changes that are happening in the local environment e.g. at school I can suggest ideas for improving the school environment 	<ul style="list-style-type: none"> I can identify and name human and physical geographical features of small areas in the United Kingdom e.g. Smethwick and a contrasting area in a different country e.g. France / Turkey. I can compare contrasting areas using the features of physical and human geography. I can use key vocabulary to demonstrate 	<ul style="list-style-type: none"> I can understand why there are similarities and differences between places using physical and human features. I can develop an awareness of how places relate to each other I can use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Wyre Forest, Birmingham, city, 	<ul style="list-style-type: none"> I can explain and describe wider context of places – region, country I can understand why there are similarities and differences between places. I can use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Wyre Forest, Birmingham, city, West Midlands, physical features, human features, landscape, feature, population, land 	<ul style="list-style-type: none"> I can compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences I can use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. 	<ul style="list-style-type: none"> I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America I can use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use,

	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert. 	<p>knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business</p>	<p>use, retail, leisure, housing, business, industrial, agricultural.</p>		<p>settlement, economy, natural resources.</p>
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Human and physical geography	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p>		<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p>		<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human</p>	

					<p>processes, and of the formation and use of landscapes and environments.</p>	
<ul style="list-style-type: none"> • I can describe seasonal weather changes. • I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather; • I can use basic geographical vocabulary to refer to key human features, including: city, town, factory, farm, house, office and shop. 	<ul style="list-style-type: none"> • I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • I can use basic geographical vocabulary to refer to key human features, including: city, town, village, 	<ul style="list-style-type: none"> • I can identify physical and human features of a locality • I can explain weather conditions/patterns around the UK and parts of Europe • I can use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, water cycle, evaporation, condensation, precipitation, 	<ul style="list-style-type: none"> • I can describe human features of the UK regions, cities and/or counties • I can understand the effect of landscape features on the development of a locality • I can describe how people have been affected by changes in the environment • I can explain about natural resources e.g. water in the locality • I can explore weather patterns around parts of the world • I can use key vocabulary to demonstrate knowledge an 	<ul style="list-style-type: none"> • I know about the physical features of coasts and begin to understand erosion and deposition • I understand how humans affect the environment over time • I know about changes to the world environments over time • I understand why people seek to manage and sustain their environment • I can use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, 	<ul style="list-style-type: none"> • I can describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	

		<p>factory, farm, house, office, port, harbour and shop.</p>	<p>cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain.</p>	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain,
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						tourism, positive, negative, economic, social, environmental.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Autumn – Our School</u></p> <p><u>Spring – UK</u></p> <p>I know what country I live in.</p> <p>I know what city will live close to.</p> <p>I can know the difference between a country and a city.</p> <p>I can you identify the four countries of the UK.</p> <p>I can name the capital cities of the UK.</p> <p>I can identify the borders of the UK.</p> <p>I can identify that we live on an island and explain what that is.</p>	<p><u>Autumn – Local Area</u></p> <p>I can follow a route on a map</p> <p>I can use simple compass directions (North, South, East, West)</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>I can recognise a photo or a video as a record of what has been seen or heard</p> <p>I can use simple observational skills to study the geography of the school and its grounds</p> <p>I can use a camera in the field to help record what has been seen.</p> <p><u>Spring – Continents</u></p>	<p><u>Autumn – Mountains and Rivers</u></p> <p>I can understand what a river is and that it flows downwards towards the sea.</p> <p>I can identify rivers on a map</p> <p>I can understand what erosion is and how it can affect the landscape.</p> <p>I can label parts of a river.</p> <p>I can understand how a river changes from land to sea.</p> <p>I can compare and contrast the largest rivers and deserts to the UK.</p>	<p><u>Autumn Term – Map it!</u></p> <p>I can identify symbols and features of a simple map and relate them to what we represent.</p> <p>I can explore a range of OS symbols on various maps and say what they represent.</p> <p>I can explore and locate a range of counties of the UK on a map.</p> <p>I can describe the key features of each of each of the counties and compare them to others.</p> <p>I can locate Europe on a map of the world.</p> <p>I can locate and name a range of European</p>	<p><u>Autumn- Coast</u></p> <p>I can use maps and atlases.</p> <p>I can describe physical features of coasts/ erosion and deposition.</p> <p>I can use the 8 figures of a compass and a 6 figure grid reference.</p> <p>I can use latitude and longitude.</p> <p>I can use symbols, a key and OS symbols.</p> <p><u>Spring- Counties</u></p> <p>I can describe human and physical features of a place.</p> <p>I can use modern and historical maps.</p> <p>I can describe environmental issues.</p>	<p><u>Autumn/ Spring – Trade and economies</u></p> <p><u>Summer – The Americas</u></p>

	<p>I can use correct technical vocabulary. Coast land etc</p> <p>I can compare and contrast 2 capital cities.</p> <p><u>Summer –Seasons and weather</u></p> <p>I can name the four seasons.</p> <p>I can talk about weather patterns.</p> <p>I can talk about seasonal changes to the weather.</p> <p>I can compare the different weather between the seasons.</p> <p>I can explain how the weather is different between the North and South of the U.K.</p> <p>I can use correct technical vocabulary to explain changes in the weather.</p>	<p><u>Summer – Let’s go to...China</u></p>	<p>I can understand how a mountain is formed.</p> <p>I can understand that the Earth is composed of different layers.</p> <p>I can understand the key features of the Alps or Andes.</p> <p><u>Spring – Europe</u></p> <p>I can understand what a continent is.</p> <p>I can name the seven continents and locate them on a map</p> <p>I can locate the countries and cities of the uk.</p> <p><u>Summer – Local Area</u></p>	<p>countries, and their capital cities, on a map.</p> <p>I can identify physical and human features of Europe and compare them to those found in the UK.</p> <p>I can explore maps of the Earth and identify some of the key imaginary lines displayed on them.</p> <p><u>Spring term – Wild weather</u></p> <p>I can investigate Local weather and compare it with weather country wide and in different countries of Europe (Focus – look at data of weather patterns and compare across countries.)</p> <p>I know what flooding is and how it affected by the weather and land use in the environment. (Focus – look at the river Severn and how it floods in the Severn valley.)</p>	<p><u>Summer- West Smethwick Park</u></p> <p>I can use fieldwork to observe and measure human and physical features.</p> <p>I can use sketches and photographs to record my observations.</p>	
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				<p>I can locate areas on a map.</p> <p>I can look at aerial pictures of an area in flood and not in flood and make comparisons.</p> <p>I can ask questions about flooding in other parts of the world such as, Do other areas of the world flood?</p> <p>I can compare flooding in other countries to UK floods (Focus – link to land use and environmental changes.)</p> <p>I can explain what climate change is in simple terms.</p> <p>I can collect rain water and chart it weekly on tables and bar/line graphs (link to science and maths)</p> <p>II can describe and reason the impact of hot weather on the planet too (Focus – look at Australia and the fires in early 2020.)</p>		
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**Summer –
Extreme Earth**

In the field visit:

I can participate in map work activities in the field. (Day trip to Wyre Forest to include map work – following maps around the forest, making own maps of places, making sketches of places.)

Extreme Earth:

I can explain what volcanoes are, how they behave and where in the world they can be found.

I can name some key active volcanoes (link to European ones erupted recently), and dormant volcanoes.

I can explain what an Earthquake is.

I know earthquakes happen all around the world (Focus – link to earthquakes in UK look at data collected for all and compare, creation of tsunamis and the

				devastation created by them.) I can explore what deforestation is and its environmental effects (look at fire season in the Amazon 2020).		
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