	Locational Knowledge	Human and Physical Geography	Communicating geographical knowledge	Geographical skills
Year 1	Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can name and locate three of the four countries of the United Kingdom Pupils can name two of the four capital cities of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	Pupils can identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately Pupils can use simple compass directions with increasing accuracy Pupils are recognising landmarks with increased accuracy Pupils are beginning to devise a simple map
Year 2	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features	Pupils can use maps, atlases and globes confidently to identify studied regions Pupils can use simple compass directions confidently Pupils can recognise landmarks Pupils can devise a simple map with basic symbols in a key
Year 3	Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for the position and significance of latitude,	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a	Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with

Locational Knowledge	Human and Physical Geography	Communicating geographical knowledge	Geographical skills
longitude, Equator, Northern	region within North or South America		symbols and key (including the use of
Hemisphere, Southern Hemisphere, the	and are beginning to identify similarities		Ordnance Survey Maps)
Tropics of Cancer and Capricorn, Arctic	and differences between the three in		Pupils can use fieldwork to observe, measure,
and Antarctic Circle, the Prime/	human geography		record and present the human and physical
Greenwich Meridian and time zones			features in the local area practising using:
			sketch maps, plans and graphs, and digital
			technologies

a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Greenwich Meridian and time zones  Year 5 Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate countries of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Grand Caprico	Yea	r 4 Pupils can confidently locate countries	Pupils have studied a region of the U.K,	Pupils can describe an increased range of	Pupils are becoming more confident using
Pupils can locate cities of the United Kingdom and are beginning to identify counties and differences between the three in physical geography Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Pupils can, mostly, locate countries and cities of the United Kingdom Pupils can contident for the world on a map Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can identify similarities and differences between the three in physical geography  Year 5 Pupils can, mostly, locate countries of the United Kingdom Pupils can identify similarities and differences between the three in physical geography  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in physical and time zones Pupils can identify similarities and differences between the three in physical and time zones Pupils can identify similarities and differences between the three in physical and time zones Pupils can identify similarities and differences between the three in human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify si		in Europe, North and South America on	a region in a European country and a	aspects of physical geography	two of these three: maps, atlases, globes and
Kingdom and are beginning to identify counties Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Year 5 Pupils can identify mest for the position and significance of latitude, longitude, Equator, Northern Pupils can identify mest for the position and significance of latitude, longitude, Equator, Northern Pupils can identify mest for the position and significance of latitude, longitude, Equator, Northern Pupils can identify mest for the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify spects of the physical and human geography  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify spects of the physical and human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify spects of the physical and human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify spects of the physical and human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify spects of the physical and human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify spects of the physical and human geography that  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography  Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify simil		a map	region within North or South America	Pupils can describe an increased range of	digital/ computer mapping to locate countries
counties Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere of the world on a map Pupils can, mostly, locate countries and cities of the United Kingdom Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can, mostly, locate counties and cities of the United Kingdom Antarctic Circle, the Prime/ Gaustin Hemisphere, Southern Hemisphere, Pupils can describe and understand an Pupils can dentify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Pupils can describe and understand an and cities of the United Kingdom Antarctic Circle, the Prime/ Gaustin Hemisphere, Pupils can describe and understand an and cities of the United Kingdom Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key as		Pupils can locate cities of the United	and are beginning to identify similarities	aspects of human geography	and describe features studied
Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Year 5 Pupils can, mostly, locate countries and cities of the United Kingdom Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern		Kingdom and are beginning to identify	and differences between the three in		Pupils are beginning to use eight points of a
position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Year 5  Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate counties and Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Meridian and time zones  Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Pupils can, mostly, locate countries of the world on a map Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Pupils have studied a region of the U.K., a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography  Pupils can describe and understand an increasing variety of key aspects of physical geography  Pupils can describe and understand an increasing variety of key aspects of physical geography  Pupils can identify ismilarities and differences between the three in physical geography  Pupils can identify ismilarities and differences between the three in human geography  Antarctic Circle, the Prime/ Greenwich Maps)  Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Pupils can, mostly, locate countries of the world on a map region within North or South America and can identify similarities and differences between the three in human geography  Antarctic Circle, the Prime/ Greenwich Maps)  Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Pupils can identify similarities and differences between the three in human geography  Antarctic Circle, the Prime/ Greenwich Maps)  Antarctic Circle, the Prime/ Greenwich Maps in a region of the U.K. a region in a European country and a region of the U.K. a region in a Europe		counties	physical geography		compass, four figure grid references and are
Iongitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Year 5 Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and are beginning to identify similarities and differences between the three in human geography  Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can use fieldwork to observe, mea record and present the human and physic features in the local area practising using sketch maps, plans and graphs, and digit technologies  Pupils can confidently use two of these th maps, atlases, globes and digital/compu mapping to locate countries and differences between the three in physical geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can use fieldwork to observe, mea record and present the human and physic features in the local area practising using sketch maps, plans and graphs, and digit technologies  Pupils can confidently use two of these th maps, atlases, globes and digital/compu mapping to locate countries and differences between the three in physical geography Pupils can describe and understand an increasing variety of key aspects of human geography Fupils can use fieldwork to observe, mea record and present the human and physic features in the local area using some of to maps, atlases, globes and digital- features studied Pupils can use fieldwork to observe, mea record and present the human and physic features in the local area of o		Pupils can identify at least 4 for the	Pupils have studied a region of the U.K,		becoming more confident with symbols and
Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones  Pupils can, mostly, locate countries of the world on a map Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Meridian and time zones  Pupils can identify similarities and differences between the three in human geography  Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can confidently use two of these times increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key		position and significance of latitude,	a region in a European country and a		key (including the use of Ordnance Survey
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cities of the United Kingdom Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in physical geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can use most of the eight points of compass, four figure grid references confidently and six figures more accurate symbols and key (including the use of Ordnance Survey Maps) Pupils can identify similarities and differences between the three in human geography Pupils can describe and understand an increasing variety of key aspects of human geography Pupils can use most of the eight points of compass, four figure grid references confidently and six figures more accurate symbols and key (including the use of Ordnance Survey Maps) Pupils can identify similarities and differences between the three in human geography Pupils can describe and understand an increasing variety of key aspects of human geography  The pupils can use most of the eight points of compass, four figure grid references confidently and six figures more accurate symbols and key (including the use of Ordnance Survey Maps) Pupils can describe and understand an increasing variety of key aspects of human geography		the world on a map	a region in a European country and a	increasing variety of key aspects of	maps, atlases, globes and digital/ computer
Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Pupils can identify aspects of the physical and human geography that    Pupils can identify most for the position and significance of latitude, longitude, physical geography physical geograph		Pupils can, mostly, locate counties and	region within North or South America	physical geography	mapping to locate countries and describe
and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Pupils can identify aspects of the physical and human geography that  physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography  physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography  physical geography Compass, four figure grid references confidently and six figures more accurate symbols and key (including the use of Ordnance Survey Maps)  Pupils can use fieldwork to observe, mea record and present the human and physical and human geography features in the local area using some of the methods: sketch maps, plans and graphs		cities of the United Kingdom	·	Pupils can describe and understand an	features studied
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Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify aspects of the physical and human geography that  A region in a European country and a region within North or South America and condition and a region within North or South America and can identify similarities and differences between the three in human geography  A region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography  A region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography  A region within North or South America and can identify similarities and differences between the three in human geography  A region within North or South America and can identify similarities and differences between the three in human geography  A region within North or South America and can identify similarities and differences between the three in human geography  A region within North or South America and can identify similarities and differences between the three in human geography  A region within North or South America and can identify similarities and differences between the three in human geography		_	' ' = = ' '	human geography	
Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify aspects of the physical and human geography that  region within North or South America and can identify similarities and differences between the three in human geography  region within North or South America and can identify similarities and differences between the three in human and physical and human geography that  Ordnance Survey Maps)  Pupils can use fieldwork to observe, mean record and present the human and physical area using some of the methods: sketch maps, plans and graphs			_ =		confidently and six figures more accurately,
Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can identify similarities and differences between the three in human geography  human geography  physical and human geography that  Antarctic Circle, the Prime/ Greenwich differences between the three in human geography  features in the local area using some of to methods: sketch maps, plans and graphs		•	I		'
Meridian and time zones Pupils can identify aspects of the physical and human geography that  differences between the three in human and physical and human geography that  differences between the three in human and physical and present the human and physical and present the human and physical and human geography that methods: sketch maps, plans and graphs		· · · ·	-		1 ' ' '
Pupils can identify aspects of the physical and human geography that  human geography that  human geography for the physical and human geography that  human geography for the physical and human geography that			<u> </u>		Pupils can use fieldwork to observe, measure,
physical and human geography that methods: sketch maps, plans and graphs					
		1 ' '	human geography		features in the local area using some of these
have changed over time digital technologies					methods: sketch maps, plans and graphs, and
		have changed over time			digital technologies

<b>Locational Knowledge</b>	Human and Physical Geography	Communicating geographical knowledge	Geographical skills

Year 6	Pupils can confidently locate countries	Pupils have studied a region of the U.K,	Pupils can describe and understand a	Pupils can confidently use maps, atlases,
	of the world on a map	a region in a European country and a	wide range of key aspects of physical	globes and digital/ computer mapping to
	Pupils can confidently locate counties	region within North or South America	geography	locate countries and describe features
	and cities of the United Kingdom	and are able to understand similarities	Pupils can describe and understand a	studied
	Pupils can identify the position and	and differences between the three in	wide range of key aspects of human	Pupils can confidently use the eight points of
	significance of latitude, longitude,	physical geography	geography	a compass, four and six figure grid references,
	Equator, Northern Hemisphere,	Pupils have studied a region of the U.K,		symbols and key (including the use of
	Southern Hemisphere, the Tropics of	a region in a European country and a		Ordnance Survey Maps)
	Cancer and Capricorn, Arctic and	region within North or South America		Pupils can use fieldwork to observe, measure,
	Antarctic Circle, the Prime/ Greenwich	and are able to understand similarities		record and present the human and physical
	Meridian and time zones	and differences between the three in		features in the local area using a range of
	Pupils can confidently identify how	human geography		methods, including sketch maps, plans and
	aspects of the physical and human			graphs, and digital technologies
	geography have changed over time			