



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Vocabulary					
<p><u>What is a physical feature?</u></p> <p><u>What is a human feature?</u></p> <p>To use directional language (OPI).</p>	<p><u>Can the pupils name landmarks?</u></p> <p><u>Can they locate and name physical and human features within an area?</u></p> <p>To know the difference between human and physical Geography (OPI).</p>	<p><u>Can the children use and understand a wider range of vocabulary to specific topics (land use, land marks and to identify key Physical and Human features)?</u></p> <p>To understand the terms import and export (OPI).</p>	<p><u>Can the children use and understand a wider range of vocabulary to specific topics (volcanoes, earthquakes, vegetarian belts and economic activity)?</u></p> <p>To use accurate vocabulary to talk about the key features of a place studied (OPI).</p>	<p><u>Can the children use and understand a wider range of vocabulary to specific topics (water cycle, rivers, mountains and trade links)?</u></p> <p>To be able to use appropriate vocabulary and explain the importance of importing and exporting for the UK (OPI).</p>	<p><u>Can the children use and understand a wider range of vocabulary to specific topics (longitude, latitude, time zones, climate zones, land use and sustainability)?</u></p> <p>To confidently have and use the vocabulary to explain the significance of each main point of the water cycle (OPI).</p>
Place Knowledge					
<p><u>Can they compare the physical differences between where you live and another Non-European country?</u></p> <p><u>Can the pupils locate where they live on a map?</u></p> <p>To know where they live and locate Birmingham it on a map (OPI).</p>	<p><u>Can they compare the physical differences between where they live and another Non-European country (concentrating on islands and seaside areas)?</u></p> <p><u>Can the children recognise the flag of the UK?</u></p> <p><u>Can the children recognise the flags of the 4 countries that make up the UK?</u></p>	<p><u>Can pupils describe the process of importing and exporting goods?</u></p> <p><u>Can they understand the similarities and differences physical and human geography between a region of the UK and a region in a European country?</u></p> <p>To recognise at least 5 European flags of the countries studied (not the UK) (OPI)</p>	<p><u>Can the pupils describe why importing and exporting goods is important to countries?</u></p> <p><u>Can they understand the similarities and differences Physical and Human geography between a region of the UK and a region in North or South America?</u></p> <p><u>Can the children name the language and currency of places studied?</u></p> <p>To identify the nationality and language of the countries studied (OPI).</p>	<p><u>Can they understand the significant similarities and differences physical and human geography between a region of the UK and a region in North or South America?</u></p> <p><u>Can the pupils identify the nationalities, languages and currency of places studied?</u></p> <p>To understand the distribution of resources including: energy, food, minerals and Water and how this compares to other localities(OPI).</p>	<p><u>Can they understand, describe and compare the similarities and differences physical and human geography between a region of the UK, a mainland European country and a region in North or South America?</u></p> <p>Can the pupils understand and explain the reasons for these similarities and differences?</p> <p>To confidently describe places studied, using a range of accurate vocabulary including physical and human geography and locality(OPI).</p> <p>To identify flags of countries within Europe and North and South America (OPI).</p>
Physical and Human Geography					
<p><u>Can they identify hot and cold places around the world?</u></p> <p><u>Can they compare the hot and cold places?</u></p> <p><u>Can they identify seasonal and weather patterns in the UK?</u></p> <p>Can they can the 4 seasons (OPI)?</p>	<p><u>Can the pupils locate hot and cold places in relation to the equator and North and South poles?</u></p> <p><u>Can children use accurate vocabulary to describe both Physical and Human features observed within different areas?</u></p> <p>To recognise key Human and Physical features of school and surrounding environment (OPI).</p>	<p><u>Can pupils discuss land use and types of settlement in Early Britain?</u></p> <p><u>Can the pupils discuss changes over time?</u></p> <p>To identify some of the key landmarks of countries studied (OPI).</p>	<p><u>Can the children describe and understand key aspects of physical geography including climate zones and vegetation belts?</u></p> <p><u>Can the children describe and understand key aspects of physical geography including volcanoes and earthquakes?</u></p>	<p><u>Can the pupils discuss and understand key physical geographical aspects in relation to the water cycle and features of rivers?</u></p> <p><u>Can they identify and discuss Human geography related to economic activity and trade links?</u></p>	<p><u>Can they discuss and understand human geographical concepts in relation to natural resource, energy, food and water?</u></p> <p><u>Can they identify and discuss Human geography related to types of settlement, economic activity and trade links?</u></p> <p>To understand why importing and exporting is important to countries (OPI).</p>
Location Knowledge					
<p><u>Can they find where they live on a map?</u></p> <p><u>Can pupils use positional language? Up, down, left, right to describe location.</u></p> <p>To know own address and phone number (OPI).</p>	<p><u>Can they identify the four countries that make up the UK?</u></p> <p><u>Can pupils use positional language such as north, south, east, west to describe where things are?</u></p> <p>To identify some of the key landmarks of Birmingham (OPI).</p>	<p><u>Can they use maps and atlases to locate continents and specific countries?</u></p> <p>Using an atlas, can the pupils locate the 4 countries of the UK and their capital cities?</p>	<p><u>Can they name and locate neighbouring counties?</u></p> <p><u>Can the children identify topographical features?</u></p> <p><u>Can the children use world maps to identify areas of similar environmental regions?</u></p>	<p><u>Can they name and locate popular rivers of the world?</u></p> <p><u>Can the children discuss land use pattern and identify the changes over time?</u></p> <p><u>Can the children identify topographical features and understand how these change over time?</u></p> <p>To understand time zones - including Greenwich time zone (OPI).</p>	<p><u>Can they name and identify the seven continents, Arctic circle and Antarctic on a map, globe or an atlas?</u></p> <p><u>Can the children explore and discuss different time zones (including day and night) and locate the position and significance of the equator and Northern and Southern Hemispheres?</u></p> <p>To understand time zones: Prime/Greenwich Meridian (including day and night) (OPI).</p>
Geographical skills and Fieldwork					
<p><u>Can they use a world map and atlas to locate the UK?</u></p> <p><u>Can they name and locate Africa on a world map?</u></p> <p><u>Are pupils beginning to examine Aerial photographs to and notice physical features?</u></p>	<p><u>Can the pupils devise a simple map using a key, to plot and follow a route?</u></p> <p><u>Can they explore a route on a map by examining compass points and directional language?</u></p> <p><u>Can pupils use and examine Aerial photographs to locate landmarks?</u></p>	<p><u>Can the pupils use computer mapping to locate countries studied?</u></p> <p><u>Can the children name and recognise the 8 points of a compass?</u></p> <p>To begin to use coordinates to describe the position of places (OPI).</p>	<p><u>Can the children use four grid references?</u></p> <p><u>Can the pupils use filed work to locate and observe the Physical and Human features of their local environment?</u></p> <p><u>Can the children record their observations?</u></p> <p><u>Can the children examine their observations of human and physical features and compare them?</u></p>	<p><u>Can the pupils use filed work to measure and record the Physical and Human features of their local environment (using a range of methods including, graphs, sketches and digital technologies)?</u></p> <p><u>Can they read timetables to follow local bus routes?</u></p> <p>To know approximate distances between places within the UK (OPI).</p> <p>To use an ordnance survey map to build their knowledge of the UK (OPI).</p>	<p><u>Can the children use scales on a map within an atlas to work out distances between countries?</u></p> <p><u>Can the children use satellite images and globes to explore and describe land use and features studied?</u></p> <p><u>Can the children use six grid references to explore longitude and latitude?</u></p> <p>To read a range of timetables accurately (OPI).</p>