

Geography Breadth of Study

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Blakesley Hall Primary School</p> <p>-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.</p>	<p>-Birmingham Town Centre</p> <p>-use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>-Europe</p> <p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>-Geography Skills</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>-England</p> <p>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>-Scotland, Wales and Northern Island</p> <p>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p>-The UK & Continents</p> <p>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-name and locate the world's seven continents and five oceans</p>	<p>-India</p> <p>-understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p>	<p>-North & South America</p> <p>-locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>-identify the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>-The Physical World</p> <p>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>-Torbay (The Human World)</p> <p>-understand geographical similarities and differences through the study of human geography of a region of the United Kingdom</p>	<p>-Mexico</p> <p>-understand geographical similarities and differences through the study of physical geography of a region within South America</p>
<p>The Seaside, England</p> <p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>World Maps & Weather</p> <p>-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>-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</p>	<p>-MFL Country (France)</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p>-The Human World</p> <p>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>	<p>-Torbay (The Physical World)</p> <p>-understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom</p>	<p>-Mexico</p> <p>-understand geographical similarities and differences through the study of human of a region within South America</p>

Geography

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<ul style="list-style-type: none"> - Using maps or plans, I can talk about my local area - I know that houses in most streets have numbers and that the numbers have a specific order - I am able to find pictures of specific places using the internet (sometimes I need help with this) - I can talk with my friends about the celebrations, customs, festivals and practices of a variety of different groups - I can discuss ways of tackling specific issues in my area, eg, parking outside school - I know that geographical features differ from place to place, e.g. some areas are flat whilst others are hilly - I am familiar with and have views about a contrasting environment in the UK 	<ul style="list-style-type: none"> - I have ideas about why seaside resorts around the world can be popular - I know about the effects of weather on myself and my surroundings - I know that I live in the U.K. and that the U.K. is made up of England, Wales, Scotland and Northern Ireland - I can think of ways to improve my local area or my school - I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see - I can follow directions, including terms like 'front of', 'far', 'near', 'right', 'left', 'north', 'south', 'east' and 'west' - I can point to the place I live on the map of the U.K. - I show a greater understanding of a more distant place and can carry out more individual research on that country - I can use maps to find routes and can also find the longest and shortest routes - I can talk about likes and dislikes in relation to the environment - I can talk, with some confidence, about the differences between my local area and a contrasting place 	<ul style="list-style-type: none"> - I can point to the place I live on the map of the U.K. - I show a greater understanding of a more distant place and can carry out more individual research on that country - I can use maps to find routes and can also find the longest and shortest routes - I can talk about likes and dislikes in relation to the environment - I can talk, with some confidence, about the differences between my local area and a contrasting place - I know that people can affect the environment in good and bad ways - I know that different people across the world experience different weather patterns from our own - I use the right geographical words to describe features (eg temperature, transport, industry) - I can plan a visit to a specified place and work out how far away it is and how I might get there - I know that people living in warm climates dress differently from us and have to adapt their lives to their climate - I can describe the physical and human features of a place studied, and understand how the mix of these features helps to explain its character - I can account for my views of the environment, recognising that others may have reasons for thinking differently - I use the internet to find out about a contrasting locality - I recognise selected physical processes relating to rivers and mountains, and am beginning to appreciate how these can change the character of places 	<ul style="list-style-type: none"> - I appreciate the difference between village, town and city - I know that people can affect the environment in good and bad ways - I know that different people across the world experience different weather patterns from our own - I use the right geographical words to describe features (eg temperature, transport, industry) - I can plan a visit to a specified place and work out how far away it is and how I might get there - I know that people living in warm climates dress differently from us and have to adapt their lives to their climate - I can describe the physical and human features of a place studied, and understand how the mix of these features helps to explain its character - I can account for my views of the environment, recognising that others may have reasons for thinking differently - I use the internet to find out about a contrasting locality - I recognise how the presence or absence of water can influence the character of places - I can offer appropriate observations about locations and the patterns made by human and physical features - I am beginning to understand the democratic process used to make local decisions - I appreciate the importance of location in understanding place, and offer explanations for patterns of physical or human features - I can plan a route thinking about different forms of transport to be used - I use multimedia presentations to explain my own and other people's views about environmental change 	<ul style="list-style-type: none"> - I can measure wind speed, rainfall and noise levels around the school - I can describe the physical and human features of a place studied, and understand how the mix of these features helps to explain its character - I can account for my views of the environment, recognising that others may have reasons for thinking differently - I use the internet to find out about a contrasting locality - I recognise how the presence or absence of water can influence the character of places - I can offer appropriate observations about locations and the patterns made by human and physical features - I am beginning to understand the democratic process used to make local decisions - I appreciate the importance of location in understanding place, and offer explanations for patterns of physical or human features - I can plan a route thinking about different forms of transport to be used - I use multimedia presentations to explain my own and other people's views about environmental change 	<ul style="list-style-type: none"> - I can plan a journey and think about different modes of transport that may need to be used - I can identify time differences from around the world - I can begin to contrast a town in a wealthy country with one in a less economically developed country - I know how changes to the environment can impact on the people who live there - I know about key places in the UK and Europe and I continually add to my knowledge - I can use six-figure grid references to identify and match coastal/ river features shown on maps and photographs - I can analyse population data from two settlements and describe the similarities and differences - I can work out what scales of maps mean (eg 1: 10 000 means that 1cm on the map represents 10 000cm in real life) - I can compare and contrast two localities from different parts of the world in terms of the physical processes in those places. I have ideas this affects the lives of people - I can work out journey times on flights around the world by using formulae and knowledge of time zones

Red=Lower 1
 Green 1=Upper 1
 Black 1=Lower 2
 Blue 1=Upper 2
 Purple=Lower 3
 Red=Upper 3
 Green 2=Lower 4
 Black 2=Upper 4
 Blue 2=Lower 5