

SDFS Geography/ NC 2014/ July 2022/ C D

EYFS - **Introducing globes, atlases and basic weather (daily routines), recognise 5 pictures within the locality.**

Year 1

<p><u>Geographical enquiry Expected</u> Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart? <u>Exceeding Greater Depth</u> Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p>	<p><u>Physical Geography Expected</u> Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? <u>Exceeding Greater Depth</u> Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</p>	<p><u>Human Geography Expected</u> Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? <u>Exceeding Greater Depth</u> Can they name different jobs that people living in their area might do?</p>	<p><u>Geographical knowledge - Expected</u> Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Can they understand North is up and South is down. Can they use the language equator, north pole, south pole? Can they point out where the equator, north pole and south pole are on a globe or atlas? <u>Exceeding - Greater Depth</u> Can they name a few towns in the south and north of the UK?</p>
<p>Locational Knowledge: Place Knowledge: Human and physical geography; Geographical skills and fieldwork. Link to History. Link to focus artist and composer. Where I live and somewhere abroad.</p>			

Year 2

<p><u>Geographical enquiry - Expected</u> Can they label a diagram or photograph using some geographical words? Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking some relevant questions to someone else? Can they say what they like and don't like about their locality and another locality like the seaside? <u>Exceeding Greater depth</u> Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world?</p>	<p><u>Physical Geography Expected</u> Can they describe some physical features of their own locality? Can they explain what makes a locality special? Can they describe some places which are not near the school? Can they describe a place outside Europe using geographical words? Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? <u>Exceeding Greater depth</u> Can they find the longest and shortest route using a map? Can they say which distance is longer or shorter(eg from SD to London or SD to Glasgow not to scale) Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p><u>Human Geography - Expected</u> Can they describe some human features of their own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need? <u>Exceeding Greater depth</u> Can they explain how the weather affects different people?</p>	<p><u>Geographical knowledge - Expected</u> Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they name the major cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK? Can they point out the North, South, East and West associated with maps and compass? Can they identify rivers and mountains on a map? <u>Exceeding Greater depth</u> Can they locate some of the world's major rivers and mountain ranges? Can they point out the North, South, East and West associated with maps and compass?</p>
<p>Locational Knowledge: Place Knowledge: Human and physical geography; Geographical skills and fieldwork. Link to History- Grace Darling. Link to focus artist and composer. Northumberland, UK and outside of Europe.</p>			

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Year 3

<p><u>Geographical enquiry</u> Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? Can they begin to use 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100km? (nothing in NC about this) <u>Exceeding</u> Can they work out how long it would take to get to a given destination taking account of the mode of transport? (nothing in NC about this) *Can they plan a route using geographical vocabulary.</p>	<p><u>Physical Geography</u> Can they use maps and atlases appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? <u>Exceeding</u> Can they explain why a locality has certain physical features?</p>	<p><u>Human Geography</u> Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why a place is like it is? Can they explain how the lives of people living in the Mediterranean would be different from their own? Can they explain how people's lives vary due to weather?</p>	<p><u>Geographical knowledge</u> Can they name a number of countries in the Northern Hemisphere? Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe? <u>Exceeding</u> Can they name the two largest seas around Europe?</p>
<p>Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to focus artist and composer. UK & Europe.</p>			

Year 4

<p><u>Geographical enquiry</u> Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? We need equipment to be able to do this. Datalogger? <u>Exceeding</u> Can they give accurate measurements choose the best route between 2 given places within the UK?</p>	<p><u>Physical Geography</u> Can they describe the main features of a well-known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? <u>Exceeding</u> Can they explain how a locality has changed over time with reference to physical features?</p>	<p><u>Human Geography</u> Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? <u>Exceeding</u> Can they explain how people are trying to manage their environment? Can they explain the effect of pollution on an environment and suggest ways to improve the situation?</p>	<p><u>Geographical knowledge</u> Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the difference between the British Isles, Great Britain and UK? Do they know the countries that make up the European Union? Can they name the countries of mainland Europe? Can they name up to six cities in the UK and locate them on a map? Can they locate and name some of the main islands that surround the UK? Can they name the areas of origin of the main ethnic groups in the UK & in their school? <u>Exceeding</u> Can they name the counties that make up the home counties of London? Can they name the counties that surround Northumberland? Can they name some of the main towns and cities in Yorkshire and Lancashire, Northumberland, North Tyneside, south Tyneside, Durham, Teeside?</p>
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