

6 Foundation Subjects - Curriculum Intent, Implementation & Impact

6.1 Geography

Intent

Our geography curriculum is designed to develop children's curiosity and fascination about the world and its people. Children investigate a range of places- both in Britain and abroad- to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Hanging Heaton and Batley, so that they can develop a real sense of who they are, their heritage and what makes our local area unique. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research, to enable them to gain a greater understanding and knowledge of the world and their place in it. When planning for geography we use a mixture of the following approaches: behavioural/ reflective based learning where students enquire/study, reflect/consider, discuss/adjust, apply/retain and a discovery/enquiry based approach where students enquire/hypothesise, investigate, evaluate and conclude.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive, interesting and creative. We are enthusiastic about geography to encourage children to explore their curiosity and ask questions.

Teachers are provided with additional planning time throughout the year to plan their curriculum. As part of the planning process, they work alongside other teachers within their key stage to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must apply and master in lessons
- A skills progression map which demonstrates key skills to implement within lessons suited to the age group
- A cycle of lessons for each subject, which carefully plans for progression and depth
- Challenge questions for pupils to apply their learning in a philosophical manner
- Trips and WOW days that enhance their learning experience

Impact

Children review their successes in achieving the lesson objectives and record what they have learned comparative to their starting points, at the end of every topic. Children develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical

context as they progress throughout school. The knowledge they acquire will help them to explore, navigate and understand the world around them and their place in it. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with partner schools. Children are able to learn about careers related to geography from a member of the local community with specialist skills and knowledge, ensuring they are well prepared for secondary school.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard. SEND children make at least expected progress and reach their attainment targets. Disadvantaged children make progress that is in line with their peers. Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Geography. End points of our curriculum are deemed to be at the end of Key Stage 2.

End points of our curriculum are deemed to be at the end of Key Stage 2.

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)
95	0	95	10	86	5	100	25	94	41	100	14

Geography Progression Map

	EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Locational knowledge	<p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of my immediate environment.</p> <p>I can talk about how environments differ and vary from one another.</p>	<p>Pupils can name and locate two of the seven continents of the world</p> <p>Pupils can name and locate one of the five oceans of the world</p> <p>Pupils can name and locate two of the four countries of the United Kingdom</p> <p>Pupils can name one of the four capital cities of the United Kingdom</p>	<p>Pupils can name and locate five of the seven continents of the world</p> <p>Pupils can name and locate four of the five oceans of the world</p> <p>Pupils can name and locate the four countries of the United Kingdom</p> <p>Pupils can name the four capital cities of the United Kingdom</p>	<p>Pupils are becoming more confident locating countries in Europe, North and South America on a map</p> <p>Pupils are becoming more confident locating cities of the United Kingdom</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p>	<p>Pupils can locate countries in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance</p>	<p>Pupils are becoming more accurate in locating countries of the world on a map</p> <p>Pupils are becoming more accurate in locating countries and cities of the United Kingdom</p> <p>Pupils can identify at least 5 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</p> <p>Pupils are beginning to identify aspects of the physical and human geography that have changed over time</p>	<p>Pupils can, with increasing accuracy, locate countries of the world on a map</p> <p>Pupils can, with increasing accuracy, locate countries and cities of the United Kingdom</p> <p>Pupils can, for the majority, identify 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</p> <p>Pupils can identify how aspects of the physical and human geography have changed over time</p>
Place Knowledge	<p>I can look closely at similarities and differences in relation to various places.</p> <p>I can talk about features of different environments and places.</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography</p> <p>☑ Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography</p>	<p>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</p> <p>☑ 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</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography</p> <p>☑ Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography</p>	<p>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 at least one similarity and difference between the three in physical geography</p> <p>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 at least one similarity and difference between the three in human geography</p>	<p>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 some similarities and differences between the three in physical geography</p> <p>☑ 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 some similarities and differences between the three in human geography</p>	<p>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 able to understand similarities and differences between the three in physical geography</p> <p>☑ 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 able to understand similarities and differences between the three in human geography</p>
Human and Physical Geography	<p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>I can make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Pupils are beginning to identify seasonal patterns</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features</p>	<p>Pupils can identify seasonal patterns and are beginning to identify daily weather patterns</p> <p>Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a range of basic geographical vocabulary to refer to human features</p> <p>Pupils can use a range of basic geographical vocabulary to refer to physical features</p>	<p>Pupils are beginning to describe some aspects of physical geography</p> <p>Pupils are beginning to describe some aspects of human geography</p>	<p>Pupils can describe aspects of physical geography</p> <p>Pupils can describe aspects of human geography</p>	<p>Pupils can describe and understand some key aspects of physical geography</p> <p>Pupils can describe and understand some key aspects of human geography</p>	<p>Pupils can describe and understand a range of key aspects of physical geography</p> <p>Pupils can describe and understand a range of key aspects of human geography</p>
Geographical Skills and Fieldwork	<p>I can look closely at similarities, differences, patterns and change.</p> <p>I show care and concern for living things.</p> <p>I can make observations of animals and plants and explain why some</p>	<p>Pupils are beginning to identify seasonal patterns</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p>	<p>Pupils can use maps, atlases and globes with increasing confidence to identify studied regions</p> <p>Pupils can use simple compass directions</p> <p>Pupils can recognise landmarks</p> <p>Pupils can devise a simple map and are beginning to include a key</p>	<p>Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these</p> <p>Pupils are becoming increasingly accurate with symbols and key</p> <p>Pupils are beginning to use fieldwork to observe, measure,</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils are becoming more confident with four figure grid references and are becoming more confident with</p>	<p>Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key</p>	<p>Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p>

	things occur and talk about changes.	☒ Pupils are beginning to use basic geographical vocabulary to refer to physical features		record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	(including the use of Ordnance Survey Maps) ☒ Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies	Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies
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Objectives

Key Stage 1

20/21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
Class 1 (Black Reception) (Red Y1)	<ul style="list-style-type: none"> Pupils show care and concern for living things Pupils can use a range of basic geographical vocabulary to refer to human features Pupils can use a range of basic geographical vocabulary to refer to physical features 	<ul style="list-style-type: none"> Pupils know similarities and differences in relation to places, objects, materials and living things Pupils can talk about the features of their immediate environment Pupils can talk about how environments differ and vary from one another Pupils can look closely at similarities and differences in relation to various places Pupils can talk about features of different environments and places Pupils can talk about some of the things they have observed such as plants, animals, natural and found objects Pupils can look closely at similarities, differences, patterns and change Pupils show care and concern for living things Pupils can use a range of basic geographical vocabulary to refer to human features Pupils can use a range of basic geographical vocabulary to refer to physical features 	<ul style="list-style-type: none"> Pupils show care and concern for living things 	<ul style="list-style-type: none"> Pupils know similarities and differences in relation to places, objects, materials and living things Pupils can talk about the features of their immediate environment Pupils can talk about how environments differ and vary from one another Pupils can look closely at similarities and differences in relation to various places Pupils can talk about features of different environments and places Pupils can make observations of animals and plants and explain why some things occur and talk about changes Pupils show care and concern for living things Pupils can name and locate five of the seven continents of the world Pupils can name and locate four of the five oceans of the world Pupils can identify seasonal patterns and are beginning to 	<ul style="list-style-type: none"> Pupils know similarities and differences in relation to places, objects, materials and living things Pupils can talk about some of the things they have observed such as plants, animals, natural and found objects Pupils show care and concern for living things Pupils can name and locate five of the seven continents of the world Pupils can name and locate four of the five oceans of the world Pupils can identify seasonal patterns and are beginning to identify daily weather patterns Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a range of basic geographical vocabulary to refer to human features Pupils can use a range of basic geographical vocabulary to refer to physical features 	<ul style="list-style-type: none"> Pupils know similarities and differences in relation to places, objects, materials and living things Pupils can talk about the features of their immediate environment Pupils can talk about how environments differ and vary from one another Pupils can look closely at similarities and differences in relation to various places Pupils can talk about features of different environments and places Pupils can talk about some of the things they have observed such as plants, animals, natural and found objects Pupils can look closely at similarities, differences, patterns and change Pupils show care and concern for living things 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

				<p>identify daily weather patterns</p> <ul style="list-style-type: none"> • Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles • Pupils can use a range of basic geographical vocabulary to refer to human features • Pupils can use a range of basic geographical vocabulary to refer to physical features 		<p>and differences in physical geography</p> <ul style="list-style-type: none"> • Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles • Pupils can use a range of basic geographical vocabulary to refer to human features • Pupils can use a range of basic geographical vocabulary to refer to physical features
20/21	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
Year 2 (Black Y1) (Red Y2)	<ul style="list-style-type: none"> • 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 can use a range of basic geographical vocabulary to refer to human features • Pupils can use a range of basic geographical vocabulary to refer to physical features 	<ul style="list-style-type: none"> • 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 can use a range of basic geographical vocabulary to refer to human features • Pupils can use a range of basic geographical vocabulary to refer to physical features • Pupils can use maps, atlases and globes with increasing confidence to identify studied regions • Pupils can use simple compass directions • Pupils can recognise landmarks • Pupils can devise a simple map and are beginning to include a key 		<ul style="list-style-type: none"> • Pupils can name and locate two of the seven continents of the world • Pupils can name and locate one of the five oceans of the world • Pupils are beginning to 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 can name and locate five of the seven continents of the world 		<ul style="list-style-type: none"> • Pupils can name and locate two of the four countries of the United Kingdom • Pupils can name one 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 at least one similarity and difference in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography • 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

				<ul style="list-style-type: none"> • Pupils can name and locate four of the five oceans of the world • Pupils can identify seasonal patterns and are beginning to identify daily weather patterns • Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles • Pupils can use a range of basic geographical vocabulary to refer to human features • Pupils can use a range of basic geographical vocabulary to refer to physical features • Pupils can use maps, atlases and globes with increasing confidence to identify studied regions 		<p>Pupils can name and locate the four countries of the United Kingdom</p> <p>Pupils can name the four capital cities of the United Kingdom</p> <p>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</p> <p>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</p> <p>Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a range of basic geographical vocabulary to refer to human features</p> <p>Pupils can use a range of basic geographical vocabulary to refer to physical features</p> <p>Pupils can use maps, atlases and globes with increasing confidence to identify studied regions</p>
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Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
20/21	Ancient Egypt	It's News to me!	Our Wonderful World		Food, Glorious Food	Our Locality
Class 3 (Black Y3) (red Y4)		<ul style="list-style-type: none"> • Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle • Pupils are beginning to describe some aspects of human geography 	<ul style="list-style-type: none"> • Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils are becoming more confident locating cities of the United Kingdom • Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography • Pupils are beginning to describe some aspects of physical geography 		<ul style="list-style-type: none"> • Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle • Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand 	<ul style="list-style-type: none"> • Pupils are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

		<ul style="list-style-type: none"> • Pupils can locate countries in Europe, North and South America on a map • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance • Pupils can describe aspects of human geography 	<ul style="list-style-type: none"> • Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these • Pupils are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies • Pupils can locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • 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 at least one similarity and difference between the three in physical geography • Pupils can describe aspects of physical 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 can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies 	<p>similarities and differences in human geography</p> <ul style="list-style-type: none"> • Pupils are beginning to describe some aspects of human geography • Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these • Pupils can locate countries in Europe, North and South America on a map • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance • 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 at least one similarity and difference between the three in human geography • Pupils can describe 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 becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) 	<ul style="list-style-type: none"> • Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies
20/21	Ancient Egypt	It's News to me!	Our Wonderful World	Food, Glorious Food	Our Locality

<p>Class 4</p> <p>(Black Y4)</p> <p>(Red Y5)</p>			<ul style="list-style-type: none"> • Pupils can locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • 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 at least one similarity and difference between the three in physical geography • Pupils can describe aspects of physical 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 can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies <ul style="list-style-type: none"> • Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating countries and cities of the United Kingdom • Pupils are beginning to identify aspects of the physical and human geography that have changed over time • 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 some similarities and differences between the three in physical geography • Pupils can describe and understand some key aspects of physical geography • Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • Pupils can locate countries in Europe, North and South America on a map • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance • 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 at least one similarity and difference between the three in human geography • Pupils can describe 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 becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) <ul style="list-style-type: none"> • Pupils are becoming more accurate in locating countries of the world on a map • Pupils can identify at least 5 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 have studied a region of the U.K, a region in a European country and a 	
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				<p>region within North or South America and can identify some similarities and differences between the three in human geography</p> <ul style="list-style-type: none"> • Pupils can describe and understand some key aspects of human geography • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) 	
20/21	Ancient Egypt	It's News to me!	Our Wonderful World	Food, Glorious Food	Our Locality
Class 5 (Year 6)			<ul style="list-style-type: none"> • Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify 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 how aspects of the physical and human geography have changed over time • 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 able to understand 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 region within North or South America and are able to understand similarities and differences between the three in human geography • Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography • Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • 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 able to understand 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 region within North or South America and are able to understand similarities and differences between the three in human geography • Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • 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 able to understand 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 region within North or South America and are able to understand similarities and differences between the three in human geography • Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)

					<ul style="list-style-type: none">• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies
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