



## Year 1

Year 1 Autumn- What is it like here?

- I can locate the school on a map.
- I can create a map of the classroom.
- I can locate key features of the playground.
- I can draw a simple map.

Year 1 Spring-What is the weather like in the UK?

- I can locate the four countries of the UK.
- I can identify seasonal changes in the UK.
- I can identify the four compass directions.
- I can investigate and identify weather patterns.

Year 1 Summer- What is it like to live in Shanghai?

- I can recognise human and physical features of our local area.
- I can draw symbols and pictures on a sketch map of our local area.
- I can name and locate some continents on a world map.
- I can compare Shanghai to our local area.



## Year 2

Year 2 Autumn-Would you prefer to live in a hot or cold place?

- I can name and locate the continents on a world map.
- I can locate the Equator, North and South Poles on a world map.
- I can describe some similarities and differences between the UK and Kenya.
- I can identify features of hot and cold places.

Year 2 Spring-Why is our world wonderful?

- I can identify and locate characteristics of the UK on a map.
- I can name and locate the five oceans on a world map.
- I can draw human and physical features on a sketch map.
- I can investigate local habitats and record findings.

Year 2 Summer-What is it like to live near the coast?

- I can name and locate the seas and oceans surrounding the UK in an atlas.
- I can explain what the coast is.
- I can identify human and physical features of a coast.
- I can investigate how people use the coast.



## Year 3

Year 3 Autumn- Why do people live near volcanoes?

- I can name and describe all four layers of the Earth.
- I can explain how and where mountains are formed.
- I can explain why volcanoes happen and where they occur.
- I can explain what earthquakes are and where they occur.

Year 3 Spring -Who lives in Antarctica?

- I can understand the position and significance of lines of latitude.
- I can describe the location and physical and human features of Antarctica.
- I can use a four-figure grid to plot Shackleton's route to Antarctica.
- I can plan a simple route around school using compass points.

Year 3 Summer- Are all settlements the same?

- I can describe different types of settlements.
- I can discuss why physical and human features are in particular locations
- I can identify and offer explanations about changes to features in the local area.
- I can describe the location of New Delhi.
- I can state some differences between land uses and features in New Delhi and the local area.



## Year 4

Year 4 Autumn-Why are rainforests important to us?

- I can state the locations and some key features of the Amazon rainforest.
- I can describe the four layers of a tropical rainforest.
- I can give reasons why rainforests are important to us and how they are changing.
- I can explain how indigenous peoples use the Amazon rainforest.
- I can use a variety of data collection methods to understand how local woodland is used.

Year 4 Spring-Where does our food come from?

- I can explain the impact of food choices on the environment.
- I can describe the intentions of trading responsibly.
- I can explain the food imports are both helpful and harmful.
- I can describe the journey of a cocoa bean.
- I can map and calculate the distance food has travelled.

Year 4 Summer-What are rivers and how are they used?

- I can identify water stores and processed in the water cycle.
- I can describe the courses and features of a river.
- I can name and locate some of the world's longest rivers.
- I can describe how rivers are used.
- I can collect data about a local river.



## Year 5

Year 5 Autumn- What is life like in the Alps?

- I can locate the Alps on a map and name the countries they spread through.
- I can locate human and physical characteristics of the Alps.
- I can research and describe the human and physical features of Innsbruck.
- I can compare the human and physical geography of my local area to Innsbruck.

Year 5 Spring- Why do oceans matter?

- I can explain how the ocean helps to regulate the Earth's climate and temperature.
- I can identify the Great Barrier Reef as part of Australia.
- I can describe how humans impact the oceans and the consequences of this.
- I can explain some actions that can be taken to help support healthy oceans.
- I can collect data using a tally chart, photographs and a sketch map.

Year 5 Summer- Would you like to live in a desert?

- I can describe the characteristics of a hot desert biome.
- I can locate the largest deserts in each continent.
- I can name and describe the physical features found in a desert.
- I can explain how human activity may contribute to the changing climate and landscape of a desert.
- I can give the benefits and drawbacks of living in a desert environment.



## Year 6

Year 6 Autumn- Why does population change?

- I can describe the increase in global population over time.
- I can define birth and death rates, suggesting what may influence them.
- I can define migration, discussing push and pull factors.
- I can describe the causes of climate change, explaining its impact on the global population.
- I can use a variety of data collection methods.

Year 6 Spring- Where does our energy come from?

- I can give examples of sources of energy and their trading routes.
- I can define renewable and non-renewable energy, describing their benefits and drawbacks.
- I can describe the significance of the Prime Meridian.
- I can use six-figure grid references to identify features on an OS map.
- I can consider and justify the location of energy sources.
- I can design and use interview questions to collect qualitative data.

Year 6 Summer- Can I carry out an independent fieldwork enquiry?

- I can give examples of issues in the local area.
- I can identify questions to be asked and find relevant data.
- I can justify which data collection method is most suitable.
- I can design an accurate data collection template.
- I can collect data at points located on an OS map.
- I can describe the enquiry process.