

Expectations of our Year 1 Geographers By the end of Year 1 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into gatherers and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to begin to understand about the environment around us and the impact of the people who live there. 1. Locational knowledge: Begin to use world maps and globes to identify the United Kingdom and its countries, capitals and seas. 2. Place knowledge: Begin to describe the features of hot and cold places through knowing where the equator, North Pole and South Pole are on a globe. 3. Human, physical and environmental: Begin to explain the UK's seasons using the main weather symbols and to know the difference between cities, towns and villages. 4. Fieldwork and skills: Begin to recognise simple compass directions (N,S,E,W) and the schools address and postcode.	Expectations of our Year 2 Geographers By the end of Year 2 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure gatherers and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to understand about the environment around us and the impact of the people who live there. 1. Locational knowledge: Use world maps, atlases and globes to know the names of and locate the seven continents of the world and the 5 oceans. 2. Place knowledge: Know the main differences between a town and a city. (Bideford and London) 3. Human, physical and environmental: Identify human and physical features of the local park, a city and town and environmental issues such as pollution. 4. Fieldwork and skills: Recognise simple compass directions (N, S, E & West) and locational and directional language [eg, near and far; left and right].
Expectations of our Year 3 Geographers By the end of Year 3 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing in to explainers and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and explain how and why we have can have an impact on the changing world around us. 1. Locational knowledge and skills: Begin to use digital/computer mapping alongside maps, atlases and globes to locate the European countries and capitals. 2. Place knowledge: Begin to identify the differences between living in the UK and a Mediterranean country.	Expectations of our Year 4 Geographers By the end of Year 4 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure explainers and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and explain how and why we have can have an impact on the changing world around us. 1. Locational knowledge and skills: Use maps, atlases, globes and digital/computer mapping to identify continents and countries considering their positioning in terms of the equator, tropics of Cancer and Capricorn and the Greenwich Meridian.

3. Human, physical and environmental: Begin to be able to describe and understand volcanoes and earthquakes in locations considering their human, physical features, climate and global positioning. 4. Fieldwork and skills: Use the four points of a compass to identify locations and give directions and begin to name and use the eight points of a compass.	2. Place knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 3. Human, physical and environmental: To be able to describe and understand the features of the water cycle, the main features of a river, where the world's longest rivers are and to name the world's highest mountains. 4. Fieldwork and skills: Begin to demonstrate an understanding of 4-figure grid references to identify locations, recognise symbols and keys (OS maps) and give directions to plan a journey within the UK using a road map.
Expectations of our Year 5 Geographers By the end of Year 5 and using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into evaluators and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and evaluate the impact of human and environmental factors on the changing world around us. 1. Locational knowledge and skills: Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries comparing and contrasting physical and human features including contour lines. 2. Place knowledge: Compare two different locations (UK and North/South America), looking at their human and physical features and begin to reach informed conclusions as to how and why they are different. 3. Human, physical and environmental: To know what is meant by biomes and what are the features of a specific biome are (Rainforest) and the impact of human actions (deforestation) on the environment. 4. Fieldwork and skills: Demonstrate an understanding of the eight points of a compass and apply this to compare locations when carrying out data collection about temperature and rainfall recording this on graphs and analysing data comparisons across the world.	Expectations of our Year 6 Geographers By the end of Year 6 and using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure evaluators and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and evaluate the impact of human and environmental factors on the changing world around us. 1. Locational knowledge and skills: Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries, comparing and contrasting physical and human features including contour lines. 2. Place knowledge: Compare two different locations (UK and Africa), looking at their human and physical features and begin to reach informed conclusions as to how and why they are different (Deserts/globalisation). 3. Human, physical and environmental: Have a knowledge of places within the UK and locations (industrial areas and ports), comparing and contrasting physical and human features and considering their importance. 4. Fieldwork and skills: Use the eight points of a compass and four and six-figure grid references (OS maps) to locate and compare locations and apply this to give directions using symbols and keys on maps of locations studied as well as on a global scale.