

	National Curriculum Statements	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	a) Name and locate major countries in South America. b) Use a range of simple maps and use these to describe some key physical & human features of continents and countries (South America/Brazil).	a) Name and locate major countries in Europe. b) Use a range of simple maps and use these to describe some key physical & human features of continents and countries (Europe/Italy).	a) Name and locate major countries in North America using a range of maps and resources. b) Use an increasingly wide range of maps and use these to describe and compare some key physical & human features of continents and countries (North America/Canada/USA).	a) Name and locate a wider range of countries across the world including in Asia & Africa using a wide range of maps. Use a wide range of maps and use these to describe and compare physical & human features of continents and countries.
	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	a) Name and locate countries, cities and some counties of the UK using simple maps. b) Understand how the land is used in their local area and how Basingstoke has changed over time.	a) Name and locate cities and countries of the UK and the location of major rivers. b) Understand how the land use changes along the course of a river and how the area around the source of the river test is different to the mouth.	a) Understand the key geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time b) Understand how the land use in Lee-On-Solent is different to Basingstoke and why this is.	a) Understand key human and physical characteristics, key topographical features and understand how some of these aspects have changed over time in relation to Southampton as a major trade port. b) Understand and describe the significance of Southampton as a port and its links to the rest of the World.
	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 (including day and night)	a) Identify countries in the Southern hemisphere and name and locate the equator, Tropic of cancer and Tropic of Capricorn.	a) Identify Northern Hemisphere, Southern Hemisphere and Prime/Greenwich Meridian and time zones	a) Identify and locate the arctic and Antarctic circle , Equator, Northern Hemisphere, Southern Hemisphere	a) Identify the position and significance of latitude, longitude lines and use this to explore where earthquakes most commonly occur.
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	Begin to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Begin to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Begin to make connections from patterns of knowledge of the world, including globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Human & Physical geography	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	a) Name and describe the climate zone, biomes and vegetation belts related to Amazon rainforests and make simple comparisons with UK forests. b) Understand and describe in simple terms how some mountain ranges are formed.	a) Name and describe the climate zones in a region of Italy (Tuscany) and how this compare to the UK climate. b) Understand label the key features of a river (source-mouth) and describe erosion and deposition in simple terms.	a) Name and describe the key climate zones, biomes and vegetation belts that occur in North America and evaluate as a place to live. b) Understand and describe coastal processes and how erosion and deposition change the land	a) Name and describe some of the key differences between the World's climate zones, biomes and vegetation belts b) Understand and describe how Earthquakes and volcanoes occur and the impact these have.
	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	a) Name and describe some settlements found in Hampshire and how the land is the local area.	a) Name and describe the types of settlements found in a contrasting region of Europe, how the land is used and the types of economic activity that occur.	a) Understand economic activity and distribution of natural resources including energy, food, minerals and water in North America.	a) Understand economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and how this links to the local area (Southampton).
Geographical skills & Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	a) Use simple maps and atlases to locate countries and places studied b) Describe simple patterns found on a range of maps.	a) Use maps and atlases confidently to locate countries in Europe. Describe and compare patterns found in a maps. b) Use a range of maps of places studied to describe patterns found.	a) Use a wide range of maps, atlases, globes and digital mapping to locate countries and places studied. b) Use a wide range of maps, atlases, globes and digital mapping to describe and compare features studied.	a) Use a wide range of maps, atlases, globes and digital mapping to locate and increasingly wide range of places. b) Use a wide range of maps, atlases, globes and digital mapping to describe and compare features studied and understand why some features occur.
	Use the 8 points of a compass, 4- and 6-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	a) Use the 4 points of a compass and begin to use 8 points to describe the locations and features of places. b) Understand and use simple symbols on a simple maps including OS.	a) Use the 8 points of the compass to describe the locations and features of places. b) Understand and use simple symbols and keys on a range of maps including OS	a) Use the 8 point compass and 4 figure grid references to describe the locations and features of places. Begin to use 6 figure grid references b) Understand and use symbols and keys on a range of maps including OS	a) Confidently use 4 and 6 figure grid references to describe the locations and features of places and understand why these are used. b) Understand and use symbols and keys on a range of maps including OS
	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	a) Begin to ask/initiate geographical questions. b) Use NF books, atlases, photos and internet as sources of information. c) Begin to collect and record evidence. d) Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	a) Ask and respond to questions and offer their own ideas. b) Confidently use NF books, atlases, photos and internet as sources of information. c) Collect and record evidence with support. d) Analyse evidence and draw conclusions e.g. make	a) Being to suggest questions for investigating. b) Begin to understand the difference between primary and secondary sources of information c) Collect and record evidence with increasing independence. d) Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	a) Suggest questions for investigation. b) Understand the difference between primary and secondary sources of information and use in their investigations. c) Collect and record evidence independently. d) Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it