**EYFS**

I can:

* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* State some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

**Year 1**

I can:

Autumn

* Name the 4 countries and surrounding seas of the United Kingdom
* Locate the four countries of the U.K. on a U.K map.
* Recognise the flags of each of the countries in the U.K.
* Name the capital cities of each country in the U.K.
* Name a landmark in each of the countries in the United Kingdom.

Spring

* Describe the human and physical features of London.
* Compare the features of London with the features in Nantwich
* Describe some major landmarks in London.
* Describe what an aerial view is.
* Draw a simple map.
* Understand and include a simple key on my map.

Summer

* I can identify seasonal weather patterns in the U.K.
* I can name some hot and cold locations in the world.
* I can name some animals that exist in different hot and cold countries of the world.
* I can identify the North and South Poles and the equator on a globe.

**Year 2**

I can:

**Autumn**

* Describe where Christopher Columbus explored using maps and globes.

Spring

* Name and locate the 7 continents.
* Name and locate the 5 oceans.
* Show where Australia is on a world map.
* Name at least 3 landmarks in Australia. (Great Barrier Reef, Uluru, Syndey Opera House)
* Describe and compare the weather in the UK and Australia.
* Show the compass points N,E,S,W.

**Summer**

* Describe the human and physical features of a seaside town.
* Name some seaside towns in the UK. (Llandudno, Blackpool, Brighton)
* Classify features that are man-made or natural
* Describe the main attractions at the seaside.
* Describe the job of a life/coast guard.
* Look at aerial photographs of a seaside resort and recognise human and physical features
* Plan and follow routes on a map using map symbols.

**Year 3**

I can:

Autumn

* Describe how the three types of rock are formed (sedimentary, igneous, metamorphic)
* Describe what happens during a volcanic eruption including the role of plate tectonics
* Describe how earthquakes occur including the role of plate tectonics
* Describe why people choose to settle in certain places, specifically early humans

Spring

* Recognise where the UK is compared to the rest of Europe
* Identify the location of five different European countries (Italy, France, Germany, Spain, Portugal)
* Identify and describe some geographical and human features related to these countries
* Compare and contrast a UK city with a European city (Rome)
* Use maps, atlases and online resources to explore countries and their features

Summer

* Record and describe the differences between physical and human geography in a given location
* Sketch maps to show the local area and other familiar locations
* Use four points of a compass to describe direction
* Use 4 figure grid references to locate features on maps
* Explore and describe the major keys on maps
* Explain the differences between canals and rivers from a physical and human geography perspective

**Year 4**

I can:

* Identify areas of the world containing rainforests.
* Use maps and atlases to locate rainforests.
* Find the Equator on a map.
* Describe how rainforests are found near the Equator.
* Find the tropics of Cancer and Capricorn on a map.
* Describe how rainforests are found between the tropics of Cancer and Capricorn.
* Describe what the weather is usually like in a tropical climate.
* Describe and understand the features of the layers of a rainforest
* Describe the animals and plants living in the rainforest.
* Compare the Amazon Rainforest and Delamere Forest.
* Explain the effects humans are having on the rainforests

**Year 5**

Children can:

Exploring Eastern Europe

* Use an atlas confidently to locate countries and cities in Eastern Europe
* Identify similarities and differences between the human and physical geography of a place in Eastern Europe and Modern Greece

Marvellous Maps

* Use a key to find out what symbol mean and identify physical features on an Ordnance Survey Map
* Know and use the 8 points of a compass
* Give four-figure co-ordinates using Ordnance Survey maps

Mountains

* Use the index in an atlas to find mountains
* Identify different types of mountains and the parts of a mountain
* Know how mountains are created
* Identify the risks associated with a mountain climate
* Describe some of the positive effects of tourism on an area and identify ways to limit the damage tourism causes to an area

**Year 6**

Children can:

Geographical Skills & Fieldwork

* Use a range of equipment and maps to conduct independent fieldwork.
* Communicate findings using complex terminology, e.g. erosion, delta, meander.
* Create maps of the local environment and beyond using conventional symbols, a key and six-figure grid referencing
* Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.
* Locate a city in the UK using six-figure grid referencing.
* Plot 2 points along a route and use the scale to calculate the distance.

Location & Place Knowledge

* Support reasons for the physical and human features of a range of locations with factual evidence.
* Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.

Human and Physical

* Identify a range of physical processes, e.g. the water cycle, weathering, erosion, deposition.
* Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.
* Identify and describe the impact of landscape changes such as coastal erosion on the lives of people in a given locality.
* Describe the ways in which weather can change the landscape
* List some physical changes to the Earth predicted to occur by 2050
* Describe some ways that human activity changes the landscape