



# YEAR-END EXPECTATIONS

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# GEOGRAPHY

KNOW ABOUT	RECEPTION People Culture and Communities ELG	YEAR 1	YEAR 2
Location Knowledge	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> </ul>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<ul style="list-style-type: none"> <li>• They can name and locate the world's 7 continents and 5 oceans.</li> <li>• They can name, locate and identify characteristics of the four countries and capital cities which make up the UK.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>• They can talk about their environment at school and home, expressing an opinion about it.</li> <li>• They can talk about places they have visited and say how that place was similar or different to their usual environment.</li> </ul>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<ul style="list-style-type: none"> <li>• They understand the human geographical similarities and differences of a small area in the UK and a contrasting non-European country.</li> <li>• They understand the physical geographical similarities and differences of a small area in the UK and a contrasting non-European country.</li> </ul>
Human and Physical Geography	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts ...</li> </ul>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<ul style="list-style-type: none"> <li>• They can identify seasonal and daily weather patterns in the UK.</li> <li>• They can locate hot and cold areas of the world in relation to Equator and the North and South Poles.</li> <li>• They can use geographical vocabulary to refer to key physical features. (e.g. Cliff, beach, coast, forest, hill)</li> <li>• They can use geographical vocabulary to refer to key human features. (e.g. City, town, village, harbour, factory)</li> </ul>
Geographical Skills and Fieldwork	<p><b>Children at the expected level of development will:</b></p> <p>... and – when appropriate – maps.</p>	<p>Children have made progress from the Early Learning Goals expectations and are working towards the Year 2 expectations.</p>	<ul style="list-style-type: none"> <li>• They can use world maps, atlases and globes to identify the UK and its 4 counties.</li> <li>• They can identify other countries and continents studied at this key stage.</li> <li>• They can use simple compass directions (North, South, East, West).</li> <li>• They can locational and directional language (near and far, left and right) to describe the location of features on a map.</li> <li>• They can recognise landmarks and basic human and physical features from aerial photographs and plan perspectives.</li> <li>• They can devise a simple map and use and construct basic symbols in a key.</li> <li>• They can use simple fieldwork and observational skills to study the geography of their school and they key human and physical features of the school's surrounding environment.</li> </ul>



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KNOW ABOUT	YEAR 3	YEAR 4
<b>Location Knowledge</b>	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"><li>• They can locate the world's countries, using maps to focus on Europe.</li><li>• They can identify the environmental regions, key physical and human characteristics, countries and major cities in Europe.</li><li>• They can name and locate counties and cities in the UK, geographical regions and identify their human and physical characteristics.</li><li>• They can identify the position and significance of latitude, longitude Equator, Northern Hemisphere and Southern Hemisphere.</li></ul>
<b>Place Knowledge</b>	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"><li>• They understand geographical similarities and differences through the study of human and physical geography of a region in the UK.</li><li>• They understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li></ul>
<b>Human and Physical Geography</b>	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"><li>• They describe and understand the key aspects of: physical geography, including: climate zones, biomes, mountains and volcanoes.</li><li>• They describe and understand the key aspect of: human geography, including types of settlement and land use.</li></ul>
<b>Geographical Skills and Fieldwork</b>	Children have made progress from the Year 2 expectations and are working towards the Year 4 expectations.	<ul style="list-style-type: none"><li>• They can use the eight points of a compass and the four-figure grid references.</li><li>• They can use symbols and keys (including the Ordnance Survey maps) to build their knowledge of the UK and the wider world.</li><li>• They can use maps, atlases, globes and digital/computer mapping to locate countries and describe the features of these places.</li><li>• They can observe, measure and record and present the human and physical features in the local area using a range of methods e.g. sketch maps, plans and graphs, digital technologies)</li></ul>



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<b>KNOW ABOUT</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Location Knowledge</b>	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"><li>• They can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America.</li><li>• They can identify the environmental regions, key physical and human characteristics, countries and major cities in North and South America.</li><li>• They can identify the key topographical features in the UK (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.</li><li>• They can identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li></ul>
<b>Place Knowledge</b>	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"><li>• They understand geographical similarities and differences through the study of human and physical geography of a region in the UK.</li><li>• They understand geographical similarities and differences through the study of human and physical geography of a region in a region within North or South America.</li></ul>
<b>Human and Physical Geography</b>	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"><li>• They describe and understand the key aspects of: physical geography, including: vegetation belts, rivers and earthquakes and the water cycle.</li><li>• They describe and understand the key aspect of: human geography, including: types of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li></ul>
<b>Geographical Skills and Fieldwork</b>	Children have made progress from the Year 4 expectations and are working towards the Year 6 expectations.	<ul style="list-style-type: none"><li>• They can use the six-figure grid references.</li><li>• They can use symbols and keys (including the Ordnance Survey maps) to build their knowledge of the UK and the wider world.</li><li>• They can use maps, atlases, globes and digital/computer mapping to locate countries and describe the features of these places.</li><li>• They can observe, measure and record and present the human and physical features in the local area using a range of methods e.g. sketch maps, plans and graphs, digital technologies)</li></ul>