



Jerry Clay Academy: Geography – Year Group Expectations

EYFS			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Name and locate different parts of the local community around them.	<p>Children will name and locate different parts of the local community around them.</p> <p>They will focus on Wrenthorpe-ready for studying Wrenthorpe and London in Y1.</p>	<p>Use our local area to explore the natural and built environment.</p> <p>Express their opinions on these.</p> <p>Children will use our local area to explore the people within it and jobs that they might do.</p> <p>Learning about individuality, differences, our families, and community and people who help us.</p>	<p>They will use different types of maps (including globes, digital and paper) to explore maps of the classroom, school ground and local places such as the Post Office. They will often use story maps to explain a journey.</p> <p>They will often use story maps to explain a journey.</p>



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Year 1			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Begin to know the countries, capital cities and oceans of the UK and be able to locate these.</p> <p>Begin to know the seven continents and be able to locate these.</p>	<p>Know some physical and human features of Peru including vocabulary outlined in the NC</p> <p>Know about The North and South Poles and the Equator.</p> <p>Recognise where The Amazon and The Congo are.</p> <p>Have some knowledge of the habitats, countries and continents different animals would live in.</p>	<p>Know where Buckingham Palace, Balmoral and Edinburgh Castle and Sandal Castle are.</p> <p>Know some physical and human features of Wrenthorpe including : city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Know some physical and human features of a seaside town including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Identify weather patterns where we live.</p>	<p><u>Know</u> how to use a variety of globes, maps, atlases.</p> <p>Be able to create their own simple aerial map of the classroom/school</p> <p>Create a simple map of the local area and have visited the local area.</p>
Greater depth:			
<p>Ask and answer a good range of pertinent geographical questions.</p>	<p>Be able to recognise the type of place it is based on its characteristics.</p>	<p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p>	<p>Complete maps and drawings with some detail for a wide amount of purposes.</p> <p>Investigate their local area/grounds to answer a pertinent question and record</p>



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			<p>their findings in a geographical way that is an appropriate medium.</p>
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Year 2			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Know the capital cities of the UK</p> <p>Locate countries and cities within Europe including London, UK, Madrid, Spain, Paris, France and Berlin, Germany.</p> <p>Know the 7 continents and oceans of the world.</p>	<p>Compare similarities and differences between Wrenthorpe and a non – European country (South Africa)</p> <p>Know about The North and South Poles and the Equator.</p>	<p>Identify physical and human features of Wrenthorpe</p> <p>Know about different weathers and how they occur.</p> <p>Know some different temperatures and how weathers compare with a city in Europe and a non – European city.</p> <p>Confidently talk/explain different weathers and why different weathers occur.</p> <p>Identify physical and human features including landmarks in Wakefield including, The Coal Mining Museum, Yorkshire Sculpture Park, Pugneys, Newmillerdam and Wakefield Town Hall.</p>	<p>Continue to use a variety of globes, maps, atlases.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds/local area and the key human and physical features of its surrounding environment</p>
Greater Depth:			
<p>Ask and answer a good range of pertinent geographical questions.</p>	<p>Be able to recognise the type of place it is based on its characteristics.</p>	<p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p>	<p>Complete maps and drawings with some detail for a wide amount of purposes.</p>



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Have a fluent knowledge of cities and the countries within the UK and the world's continents and oceans		Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.	Investigate their local area/grounds to answer a pertinent question and record their findings in a geographical way that is an appropriate medium.
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Year 3			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Confidently name and locate continents and oceans of the world.</p> <p>Start to be aware of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Locate different countries and cities in Europe, including Leeds and Madrid/Barcelona.</p> <p>Know some rural and urban settlements in the UK.</p> <p>Locate main rivers in Yorkshire including The Ouse, River Aire, River Calder</p>	<p>Compare similarities and differences between a coastline in the UK and another place e.g. Great Barrier Reef</p> <p>Identify different human and physical features in a city in Spain.</p>	<p>Know some Stone Age sites in the UK including Newgrange, Cheddar Gorge, Skara Brae and Stonehenge</p> <p>Know about the Great Barrier Reef</p> <p>Know how volcanoes are formed and how this affects people</p> <p>Be able to identify different human and physical features in Wrenthorpe.</p> <p>Identify different human and physical features in Leeds including Roundhay Park, Leeds Minster, Grand Theatre, Leeds Civic Hall.</p> <p>Know how and why Leeds has changed over time.</p> <p>Know how farmers use land</p> <p>Know why farming and trade produce is important.</p>	<p>Be able to draw their own sketch map, including a key (of Wrenthorpe)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>
Greater depth:			
<p>Ask and answer a good range of pertinent geographical questions.</p> <p>Becoming confident in naming and locating a range of European countries.</p>	<p>Be able to recognise the type of place it is based on its characteristics.</p> <p>Be able to use and apply direction with some accuracy, based on the compass rose.</p>	<p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p> <p>Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.</p>	<p>Begin to lead their own fieldwork activity that they choose to investigate.</p> <p>Complete maps, drawings and grid references with detail for a wide amount of purposes.</p> <p>Be able to reason choices for the symbols/key used.</p>



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		Start to investigate patterns of human and/or physical features.	Use a range of mapping images to be able to investigate and answer pertinent questions.
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Year 4			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Name countries and many capital cities in Europe including London, Paris, Berlin, Rome, Vatican City, Stockholm, Copenhagen, Helsinki, Belgrade, Athens, Brussels, Lisbon, Oslo, Tallinn, Reykjavik</p> <p>Locate some forests in the UK including Sherwood Forest and rainforests of the world, including the Amazon.</p> <p>Station and others</p> <p>Continue to strengthen knowledge of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>	<p>Locate Greece and its seas and cities.</p> <p>Talk about/explain about the landscape and climate in Greece</p> <p>Compare similarities between two European cities e.g. Denmark and Athens.</p> <p>Locate Brazil and some of its landmarks including The Amazon Rainforest and Christ the Redeemer.</p> <p>Know landmarks across the UK and Europe including: Eiffel Tower, Louvre, Colosseum, Parthenon, Leaning tower of Pisa, Sistine Chapel</p> <p>Know some landmarks across the UK and what cities these are located in. These include Big Ben, Tower of London, Houses of Parliament, St Pauls, The Angel of the North, Hadrian's Wall, York Minster, Roundhay Park, The Eden Project, Emley Moor Transmitting</p>	<p>Know about different climate zones and how these affect different habitats of the world.</p> <p>Understand and describe climate, biomes, vegetation and animals so that we can identify the features of the layers of vegetation in the rainforest</p> <p>Explore changes to the way land is used in the rainforest so that we can begin to understand the reasons and dangers of deforestation</p> <p>Know some ways of living more sustainably.</p> <p>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</p>	<p>Use maps and other resources to find out how public space is utilised</p> <p>Suggest ways that public space could be utilised by creating own maps and explanations.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>
Greater depth:			
<p>Ask and answer a good range of pertinent geographical questions.</p> <p>Have a good knowledge of cities and the countries within the UK and the world's continents and oceans</p>	<p>Be able to recognise the type of place it is based on its characteristics.</p> <p>Be able to use and apply direction with some accuracy, based on the compass rose.</p>	<p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p> <p>Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.</p>	<p>Begin to lead their own fieldwork activity that they choose to investigate.</p> <p>Complete maps, drawings and grid references with detail for a wide amount of purposes.</p>



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Becoming confident in naming and locating a range of European countries.		Gain confidence in investigating patterns of human and/or physical features.	<p>Be able to reason choices for the symbols/key used.</p> <p>Be able to pull together a range of mapping images to be able to investigate and answer pertinent questions.</p>
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Year 5			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Name and locate capital cities in countries that were involved in WW2 and some of their landmarks including: Big Ben, Tower of London, Houses of Parliament, St Pauls, Hampton Court Palace, Tower Bridge, London Bridge, London Eye, Brandenburg Gate, Reichstag Building, Churchill Museum and Cabinet War Rooms, The Anne Frank House, Dunkirk, Holocaust Memorial etc.</p> <p>Know the continents and oceans of the world and be confident at naming many capital cities in Europe and across other continents that they have learnt about in Ks1 and 2</p> <p>Understand and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Understand time differences in relation to location across the world</p>	<p>Identify mountain ranges in the UK including Lake District, Pennines, Grampian Mountains</p> <p>Identify mountain ranges in the world including : Himalayas, Andes, Alps, Rocky Mountains</p> <p>Compare mountain in UK e.g. Ben Nevis to one in another country e.g. Everest , Nepal</p> <p>Start to understand different time zones across the world, in relation to location including, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Know some human and physical features of two cities in the UK (e.g. Bradford and Whitby)</p>	<p>Identify features of mountains and know why they are formed</p> <p>Know about different biomes across the world and use geographical vocabulary to describe these.</p> <p>Explain and describe the tundra biome in detail</p>	<p>Use and read six figure grid references</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p> <p>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</p>
<p>Greater depth: Ask and answer a good range of pertinent geographical questions.</p>	<p>Be able to recognise the type of place it is based on its characteristics.</p>	<p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p>	<p>Be confident to lead their own fieldwork activity that they choose to investigate.</p>



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<p>Have a good knowledge of cities and the countries within the UK and the world's continents and oceans</p> <p>Be confident in naming and locating a range of countries around the world.</p>	<p>Be able to use and apply direction accurately, based on the compass rose.</p>	<p>Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.</p> <p>Be confident in investigating patterns of human and/or physical features. These are described in detail.</p>	<p>Complete maps, drawings and grid references with detail for a wide amount of purposes.</p> <p>Be able to reason choices for the symbols/key used.</p> <p>Be able to pull together a range of mapping images to be able to investigate and answer pertinent questions.</p>
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Year 6			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Locate Egypt and Egyptian cities on a map.</p> <p>Locate the River Nile and famous landmarks including: Valley of the Kings, The Sphinx, The White Desert</p> <p>Locate main rivers in UK and Europe including : Why do rivers flood? Link to previous flooding in Yorkshire and UK including: Severn, Thames, Trent, Ouse, Danube, Seine, Volga.</p> <p>Know the continents and oceans of the world and be confident at naming many capital cities in Europe and across other continents that they have learnt about in Ks1 and 2</p>	<p>Compare Cairo with London</p> <p>Identify tectonic plates and fault lines</p>	<p>Understand and label different part of rivers and why these are so important</p> <p>Know vocabulary associated with earthquakes and tsunamis</p> <p>Explain how earthquakes occur</p> <p>Explain how tsunamis occur</p> <p>Know some physical and human effects of natural disasters</p> <p>Know about the UK's trade links</p> <p>Know about fair trade and why it is important</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p> <p>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</p>
Greater depth:			
<p>Ask and answer a good range of pertinent geographical questions.</p>	<p>Be able to recognise the type of place it is based on its characteristics.</p>	<p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p>	<p>Be confident to lead their own fieldwork activity that they choose to investigate.</p>



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