

Geography Assessment Points—Rotation B

Geographical skills and fieldwork Locational knowledge Place knowledge Human and Physical geography	Autumn	Spring	Summer
Year 1/2	<p><b>Year 1: My School</b></p> <p>Y1: Devise a simple map and use and construct a basic symbols in a key</p> <p>Y1: Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Y2: Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Y2: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>		<p><b>Year 2: Brilliant Beaches</b></p> <p>Y1: Name and locate the world’s seven continents and five oceans</p> <p>Y1: Can name and locate the four countries and capital cities of the UK and surrounding areas</p> <p>Y2: Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Y2: Can use world maps, atlases and globes to identify the UK and its countries as well as other KS1 countries, continents and oceans</p> <p><b>Year 1: Hot and Cold Areas</b></p> <p>Y1: Can identify the location of hot and cold areas of the world in relation to the Equator and North/South poles</p>

	<p>physical features of its surrounding environment.</p>		<p>Y1: Can use simple fieldwork and observational skills to study the geography of their school and its grounds and key human/physical features of the surrounding environment</p> <p>Y2: Use basic geographical vocabulary to refer to key physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather</p> <p>Y2: Use basic geographical vocabulary to refer to key human features, such as city, town, village, farm, house, office, port, harbour &amp; shop</p>
<p><b>Year 3/4</b></p>	<p><b>Year 3: Biomes and Climate Zones - Peru</b></p> <p>Y3: Can locate the world's countries using maps to focus on South America, concentrating on countries and major cities and some physical and human characteristics</p> <p>Y3: Can describe and understand physical geography including biomes and climate zones</p>	<p><b>Year 3: Our local area</b></p> <p>Y3: Can name and locate the countries and cities of the UK, geographical regions and identifying human/physical characteristics, key topographical features (hills, mountains, coast/river) and land-use patterns</p> <p>Y3: Can understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom</p>	<p><b>Year 4: European place study - Vannes</b></p> <p>Y3: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs &amp; digital technologies</p> <p>Y3: Use the four-points (introduce eight-points) of a compass to build knowledge of the wider world</p> <p>Y4: Can name and locate the countries and cities of the world, using maps to</p>

	<p>Y4: Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn</p> <p>Y4: Can describe and understand physical geography including biomes, climate zones and vegetation belts</p>	<p>Y4: Can describe and understand human geography including types of settlement and land use</p> <p>Y4: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs &amp; digital technologies</p>	<p>focus on Europe (including Russia), concentrating on geographical regions and identifying human/physical characteristics, key topographical features (hills, mountains, coast/river) and land-use patterns</p> <p>Y4: Can understand geographical similarities and differences through the study of human and physical geography of a region in Europe</p>
<p><b>Year 5/6</b></p>	<p><b>Year 5: Natural Resources - Australia</b></p> <p>Y5: Can identify the position and significance of the Equator, North and South poles, Arctic and Antarctic circles, Tropic of Capricorn, Tropic of Cancer, latitude, longitude, Prime/Greenwich Meridian and time zones (day and night)</p> <p>Y6: Use the eight points of a compass to build their knowledge of the wider world</p> <p>Y6: Can describe and understand human geography including the physical distribution of natural resources including energy, food, minerals and water</p>	<p><b>Year 6: South American Place Study – Copacabana</b></p> <p>Y5: Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Y5: Can understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p>Y6: Can describe and understand physical and human geography including climate zones, biomes, vegetation belts, types of settlement, land use and economic activity</p>	<p><b>Year 5: Rivers – River Tees</b></p> <p>Y5: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Y5: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs &amp; digital technologies</p> <p>Y6: Can describe and understand physical geography including rivers and the water cycle</p> <p>Y6: Use six-figure grid references to build knowledge of the UK</p>

	<p>Y6: Locate the world's countries, using maps to focus on Oceania concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Y6: Can name and locate the countries and cities of the world, using maps to focus on South America, concentrating on geographical regions and identifying human/physical characteristics, key topographical features (hills, mountains, coast/river) and land-use patterns</p>	
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