

ARTHUR BUGLER PRIMARY SCHOOL



Geography - Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use the correct terms for simple geographical features in the local environment.	Describe and compare human and physical features seen in their local environment and other places in the world.	Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.	Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
Name and locate the four countries of the United Kingdom on a map or globe.	Name and locate the capital cities of the United Kingdom and its surrounding seas.	Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.	Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.	Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.	Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
Find and name some continents on a world map.	Name and locate the world's continents and oceans on a world map or globe.	Make comparisons of the same geographical feature in different countries.	Locate the countries of Europe (including Russia), North and South America.	Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.	Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.
Describe how pollution (e.g. litter) affects the local environment.	Suggest ways of improving the local environment.	Identify how people both damage and improve the environment.	Explain how people try to sustain environments.	Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.
Describe in simple terms how wind or water has affected the geography of an area.	Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).	Explain how the physical processes of erosion, transportation and deposition affect the environment.	Describe and explain how physical processes have changed the characteristics of a	Describe how physical and human processes give a continent its unique characteristics.	Describe how climate, ecology and people are effected by cold, and the freezing and thawing processes.

			landscape, country or continent.		
Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).	Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).	Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).	Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants found at the seaside).	Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features relative to others.	Identify geographical patterns on a range of scales.
Name the four seasons and describe typical weather conditions for each of them.	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas.	Sequence and explain the features of a physical weather process such as the water cycle.	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.	Describe how weather and climate effects land use food production.	Explain how extreme climates affect the lives of people living there and the human and physical geography.
Identify the similarities and differences between the local environment and one other place.	Describe and compare the physical similarities/differences between an area in the United Kingdom and one of a contrasting non-European country.	Compare and contrast areas of vegetation and biomes in two different locations.	Compare and contrast how areas of the world have capitalised on their physical or human features.	Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.	Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.
Explain what changes are taking place in the local environment.	Explain how a place has changed over time.	Identify changes in the local and global environment.	Describe how changes in the features of a place can affect the lives and activities of the people living there.	Explain how things change by referring to the physical and human features of the landscape.	Explain how physical and human processes lead to diversity and change in places.
Ask and respond to questions about places/environment.	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.	Provide reasons for their observations, views and judgements regarding places and environments.	Offer reasons for their own views and recognise that other people may hold different views.	Discuss and comment on a range of views people hold about environmental interaction and change.	Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.