



Geography

Inquiry 1

Understanding the world: The natural world - Where is your favourite place to go with family and friends? What might I see there?

Inquiry 2

Understanding the world: The natural world What celebrations can you recall? Where in the world would XXX celebration take place? Can we look closely at the map to find different countries in the world?

Inquiry 3

Understanding the World: The Natural World - What can you see? What can you feel? What can you hear? Can you describe how some environments are different around the world? What is the same? What is different? As the seasons change, what is different? What animals have you seen while outside? What are the names of the flowers/trees/ plants we can see?

Inquiry 4

Understanding the world: The natural world - Why are houses built where they are? Water source, transport links etc. What are houses built with now and what were they built with many years ago?

Inquiry 5

Understanding the world - How would you travel to Buckingham Palace?

Inquiry 6

Understanding the world - What resources do we get from the earth? What resources are we using more of? What resources can be reused/recycled? Can they recognise why some environments are different to their own?



Geography

Y1

Inquiry 1

Can they say what they like about their locality?
Can they think of a few relevant questions to ask about a locality?
Physical Geography:
Can they tell someone their address?
Can they describe a locality using words and pictures?
Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?

Inquiry 2

Can they identify the four countries making up the United Kingdom?
Can they name some of the main towns and cities in the United Kingdom?

Inquiry 3

Can they answer questions about the weather?
Can they keep a weather chart?
Physical Geography:
Can they explain the main features of a hot and cold place?
Can they explain how the weather changes with each season?
Human Geography:
Can they begin to explain why they would wear different clothes at different times of the year?
Can they tell something about the people who live in hot and cold places?
Can they explain what they might wear if they lived in a very hot or a very cold place?
Geographical Knowledge:
Can they point out where the equator, north pole and south pole are on a globe or atlas?

Inquiry 4

Can they sort things they like and don't like?
Can they answer some questions using different resources, such as books, the internet and atlases?
Physical Geography:
Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?

Inquiry 5

Can they name different jobs that people living in their area might do?

Inquiry 6

Can they name a few towns in the south and north of the UK?



Geography

Y2

Inquiry 1

Can they describe some physical features of their own locality?
Can they explain what makes a locality special?
Can they describe some places which are not near the school?
Can they name the major cities of England, Wales, Scotland and Ireland?
Can they find where they live on a map of the UK?
Can they describe a place outside Europe using geographical words?
Can they describe some of the features associated with an island?
Can they find the longest and shortest route using a map?

Inquiry 2

Can they name the major cities of England, Wales, Scotland and Ireland?
Can they find where they live on a map of the UK?
Can they describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley?

Inquiry 3

Geographical Enquiry:
Can they label a diagram or photograph using some geographical words?

Physical Geography:
Can they describe the key features of a place, using words like beach, coast, forest, hill, mountain, ocean, valley?

Inquiry 4

Can they find out about a locality by using different sources of evidence?

Can they find out about a locality by asking some relevant questions to someone else?

Inquiry 5

Can they say what they like and don't like about their locality and another locality like the seaside?

Can they find the longest and shortest route using a map?

Can they describe some human features of their own locality, such as the jobs people do?

Can they explain how the jobs people do maybe different in different parts of the world?

Can they explain what facilities a town or village might need?

Inquiry 6

Do they think that people ever spoil the area? How?

Do they think that people try to make the area better? How?

Can they name the continents of the world and find them in an atlas?

Can they name the world's oceans and find them in an atlas?

Can they describe some of the features associated with an island?



Geography

Y3

Inquiry 1

Can they identify key features of a locality by using a map?
Can they begin to use 4 figure grid references?
Can they accurately plot NSEW on a map?
Can they use some basic OS map symbols?
Can they make an accurate measurement of distances within 100Km?
Physical Geography
Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?

Inquiry 2

Human Geography
Can they explain how the lives of people living in the Mediterranean would be different from their own?
Geographical Knowledge
Can they name and locate some well-known European countries?

Inquiry 3

Physical Geography
Can they use maps and atlases appropriately by using contents and indexes?
Can they describe how volcanoes are created?
Can they describe how earthquakes are created?
Can they describe how volcanoes have an impact on people's lives?
Can they confidently describe human features in a locality?
Human Geography
Can they describe how volcanoes have an impact on people's lives?
Can they confidently describe human features in a locality?
Geographical Knowledge
Can they locate and name some of the world's most famous volcanoes?

Inquiry 4

Do they use correct geographical words to describe a place and the events that happen there?

Can they name a number of countries in the Northern Hemisphere?

Are they aware of different weather in different parts of the world, especially Europe?

Inquiry 5

Can they confidently describe physical features in a locality?

Can they confidently describe human features in a locality?

Can they explain why a locality has certain human features?

Inquiry 6

Can they work out how long it would take to get to a given destination taking account of the mode of transport?

Can they explain why a locality has certain physical features?

Can they explain how people's lives vary due to weather?

Can they name the two largest seas around Europe?



Inquiry 1

Can they explain why people are attracted to live in cities?

Can they explain why people may choose to live in a village rather than a city?

Inquiry 2

Can they locate the Tropic of Cancer and the Tropic of Capricorn?
Do they know the difference between the British Isles, Great Britain and the UK?
Do they know the countries that make up the European Union?
Can they name up to six cities in the UK and locate them on a map?
Can they locate and name some of the main islands that surround the UK?
Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Inquiry 3

Physical Geography:
Can they describe the main features of a well known city?
Can they describe the main features of a village?
Can they describe the main physical differences between cities and villages?
Can they use appropriate symbols to represent different physical features on a map?
Geographical Enquiry:
Can they find the same place on a globe and in an atlas?

Inquiry 4

Can they plan a journey to a place in England?

Can they explain how a locality has changed over time with reference to human features?

Inquiry 5

Can they find different views about an environmental issue?
What is their view?

Can they suggest different ways that a locality could be changed and improved?

Can they carry out a survey to discover the features of cities and villages?

Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?

Inquiry 6

Can they label the same features on an aerial photograph as on a map?

Can they explain how a locality has changed over time with reference to physical features?



Geography

Y5

Inquiry 1

Can they collect information about a place and use it in a report?

Can they map land use?

Can they make detailed sketches and plans, improving their accuracy later?

Inquiry 2

Can they locate the USA and Canada on a world map and atlas?

Can they locate and name the main countries in South America on a world map and atlas?
Geographical Enquiry
Can they plan a journey to a place in another part of the world, taking account of distance and time?

Inquiry 3

Human Geography
Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

Can they explain what a place might be like in the future, taking account of issues impacting on human features?

Inquiry 4

Can they explain why many cities in the world are situated by rivers?

Can they explain how the water cycle works?

Can they explain why water is such a valuable commodity?

Can they explain why people are attracted to live by rivers?

Can they name and locate many of the world's major rivers on maps?

Can they name and locate many of the world's most famous mountain regions on maps?

Inquiry 5

Can they report on ways in which humans have both improved and damaged the environment?

Inquiry 6

Can they find possible answers to their own geographical questions?

Can they explain how a location fits into its wider geographical location; with reference to physical features?



Inquiry 1

Can they confidently explain the scale and use maps with a range of scales?

Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

Geographical Knowledge:

Can they name the largest desert in the world?

Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?

Inquiry 2

Physical Geography:
Can they give extended descriptions of the physical features of different places around the world?

Inquiry 3

Can they use OS maps to answer questions?

Physical Geography:
Can they accurately use a 4 figure grid reference?

Human Geography:
Can they map land use with their own criteria?

Geographical Knowledge:
Can they recognise key symbols used on ordnance survey maps?

Inquiry 4

Can they describe how some places are similar and others are different in relation to their human features?

Can they create sketch maps when carrying out a field study?

Can they give an extended description of the human features of different places around the world?

Can they describe how some places are similar and others are different in relation to their physical features?

Can they explain how the time zones work?

Inquiry 5

Can they choose the best way to collect information needed and decide the most appropriate units of measure?

Can they make careful measurements and use the data?

Inquiry 6

Can they explain how human activity has caused an environment to change?

Can they analyse population data on two settlements and report on findings and questions raised?