



Year group	National Curriculum Assessment Criteria	Progression of Key Skills (including procedural knowledge)
Reception	- I can name the seasons and changes in weather - I can name a hill, field, river, walls, bridge, fence, farms - I can identify the different rooms there are in a house - I can start to use the terms earth, sphere, globe, equator, hemisphere relating to our world - I can describe that Delph is a village that has hills and a river around it	EYFS Skills - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons. - Explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) - Examine and discuss natural objects (e.g. leaves, twigs, stones) - Use small world play or the role play area to represent a visited place - Make drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) - Take digital photos (e.g. of a collection of natural objects, buildings in the locality) - Sequence photos to recall features seen on a visit or short walk - Count (e.g. cars parked at the start/end of the day) - Express their feelings about places they visit, saying which features they like/dislike
Year 1	- I can keep a weather chart and answer questions about the weather. - I can explain where I live and tell someone my address.	Geographical enquiry - Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. - Investigate their surroundings - Make observations about where things are e.g. within school or local area. Direction/Location - Follow directions (Up, down, left/right, forwards/backwards)

	- I can explain some of the main things that are in hot and cold places. - I can explain the clothes that I would wear in hot and cold places. - I can explain how the weather changes throughout the year and name the seasons. - I can name the four countries in the United Kingdom and locate them on a map. - I can name some of the main towns and cities in the United Kingdom.	Drawing maps Draw picture maps of imaginary places and from stories.
		Representation Use own symbols on imaginary map.
		Using maps - Use a simple picture map to move around the school - Recognise that it is about a place.
		Scale/Distance Use relative vocabulary (e.g. bigger/smaller, like/dislike)
		Perspective Draw around objects to make a plan
		Map knowledge Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France
		Style of map Picture maps and globes
Year 2	- I can say what I like and do not like about the place I live in. - I can say what I like and do not like about a different place. - I can describe a place outside Europe using geographical words. - I can describe some of the features of an island. - I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.	Geographical enquiry - Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Investigate their surroundings - Make appropriate observations about why things happen. - Make simple comparisons between features of different places.
		Direction/Location Follow directions (as Year1 and including North, South, East, West)
		Drawing maps Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
		Representation - Begin to understand the need for a key. - Use class agreed symbols to make a simple key.

	- I can explain how jobs may be different in other locations. - I can explain how an area has been spoilt or improved and give my reasons. - I can explain the facilities that a village, town and city may need and give reasons. - I can name the continents of the world and locate them on a map. - I can name the world oceans and locate them on a map. - I can name the capital cities of England, Wales, Scotland and Ireland. - I can find where I live on a map of the United Kingdom.	Using Maps - Follow a route on a map. - Use a plan view. - Use an infant atlas to locate places. Scale/Distance - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Perspective - Look down on objects to make a plan view map Map knowledge - Locate and name on UK map major features e.g. London, River Thames, home location, seas. Style of map - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Use an infant atlas
Year 3	- I can use the correct geographical words to describe a place. - I can use some basic Ordnance survey map symbols. - I can use grid references on a map. - I can use an atlas by using the index to find places. - I can describe how volcanoes are created.	Geographical enquiry - Begin to ask/initiate geographical questions. - Use NF books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes at more than one scale - Begin to collect and record evidence - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Direction/Location - Use 4 compass points to follow/give directions. - Use letter/no. co-ordinates to locate features on a map. Drawing maps - Try to make a map of a short route experienced, with features in correct order. - Try to make a simple scale drawing.

	• I can locate and name some of the world's most famous volcanoes. • I can describe how earthquakes are created. • I can name a number of countries in the northern hemisphere • I can name and locate the capital cities of neighbouring European countries.	Representation • Know why a key is needed. • Use standard symbols. Using Maps • Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering) Scale/Distance • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Perspective • Begin to draw a sketch map from a high view point. Map knowledge • Begin to identify points on maps A,B and C Style of map • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs/local drone footage.
Year 4	• I can carry out research to discover features of villages, towns or cities. • I can plan a journey to a place in England. • I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • I can explain why people may be attracted to live in cities. • I can explain why people may choose to live in one place rather than another.	Geographical enquiry • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs. • Investigate places and themes at more than one scale. • Collect and record evidence with some aid. • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. Direction/Location • Use 4 compass points well. • Begin to use 8 compass points. • Use letter/no. co-ordinates to locate features on a map confidently. Drawing maps • Make a map of a short route experienced, with features in correct order. • Make a simple scale drawing.

	- I can locate the Tropic of Cancer and Tropic of Capricorn. - I can explain the difference between the British Isles, Great Britain and the United Kingdom. - I can find at least six cities in the UK on a map. - I can name and locate some of the main islands that surround the United Kingdom. - I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.	Representation - Know why a key is needed. - Begin to recognise symbols on an OS map
		Using Maps - Locate places on large scale maps, (e.g. Find UK or Australia on globe) - Follow a route on a large scale map
		Scale/Distance Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
		Perspective Draw a sketch map from a high view point.
		Map knowledge Begin to identify significant places and environments
Year 5	- I can plan a journey to a place in another part of the world, taking account of difference and time. - I can explain why many cities are situated on or close to rivers.	Style of map - Use large and medium scale OS maps. - Use junior atlases. - Use map sites on internet. - Identify features on aerial/oblique photographs.
		Geographical enquiry - Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life
		Direction/Location - Use 8 compass points. - Begin to use 4 figure coordinates to locate features on a map.

	- I can explain why people are attracted to live by rivers. - I can explain the course of a river. - I can name and locate many of the world's most famous rivers in an atlas. - I can name and locate many of the world's most mountainous regions in an atlas. - I can explain how a location fits into its wider geographical location with reference to human and economical features. - I know the countries that make up the European Union.	Drawing maps Begin to draw a variety of thematic maps based on their own data.
		Representation - Draw a sketch map using symbols and a key - Use/recognise OS map symbols.
		Using Maps - Compare maps with aerial photographs. - Select a map for a specific purpose. (E.g. Pick atlas to find Egypt, OS map to find local village.) - Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world, longest river and largest river)
		Scale/Distance - Measure straight line distance on a plan. - Find/recognise places on maps of different scales. (E.g. river Nile.)
		Perspective Draw a plan view map with some accuracy.
		Map knowledge Identify significant places and environments
Year 6	- I can use Ordnance survey symbols and 6 figure grid references. - I can answer questions by using a map.	Style of map - Use index and contents page within atlases. - Use medium scale land ranger OS maps
		Geographical enquiry - Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

	- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. - I can describe how some places are similar and dissimilar in relation to their human and physical features. - I can name the largest desert in the world and locate desert regions in an atlas. - I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. - I can explain how time zones work and calculate time differences around the world.	Direction/Location - Use 8 compass points confidently and accurately - Use 4 figure co-ordinates confidently to locate features on a map. - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps Drawing maps - Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity. Representation - Use/recognise OS map symbols. - Use atlas symbols. Using Maps - Follow a short route on an OS map. Describe features shown on OS map. - Locate places on a world map. - Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Scale/Distance - Use a scale to measure distances. - Draw/use maps and plans at a range of scales. Perspective - Draw a plan view map accurately. Map knowledge - Confidently identify significant places and environments. Style of map - Use OS maps. - Confidently use an atlas. - Recognise world map as a flattened globe
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